

Special Note

The purpose of the SIG application is to have a clear and understandable picture of the implementation plan that the LEA intends to put into place and accomplish. In order to do this, an LEA may find it necessary to add more narrative to their plan to clearly articulate the ideas represented in the application. Please feel free to add such narrative.

Transformation Redesign Plan – Lincoln Middle School

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LEA Application Part I

SIG GRANT--LEA Application**APPLICATION COVER SHEET****SCHOOL IMPROVEMENT GRANTS (SIG)**

Legal Name of Applicant: Van Dyke Public Schools	Applicant's Mailing Address: 23500 Mac Arthur Warren, MI 48089
LEA Contact for the School Improvement Grant Name: Donn Tignanelli Position and Office: Assistant Superintendent of Curriculum and Instruction Contact's Mailing Address: 23500 Mac Arthur, Warren, MI 48089 Telephone: 586-758-8341 Fax: 586-759-9408 Email address: tignanelli.donn@vdps.net	
LEA School Superintendent/Director (Printed Name): Kathleen Spaulding	Telephone: 586-758-8333
Signature of the LEA School Superintendent/Director: PREVIOUSLY SUBMITTED X_____	Date:
LEA School LEA Board President (Printed Name): Steven Nielson	Telephone: 586-758-8333
Signature of the LEA Board President: PREVIOUSLY SUBMITTED X_____	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

SUBMITTED ON OCTOBER 14, 2010 WITH SIGNATURES

GRANT SUMMARY

District Name: Van Dyke
ISD/RESA Name: Macomb
Intermediate School District

District Code: 50220
ISD Code: 5000

FY 2010
School Improvement Grant – Section 1003(g)
District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA intends to implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

- ☐ **Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- ☒ **X Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- ☐ **Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- ☐ **Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

From the list of eligible schools, an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

Detailed descriptions of the requirements for each intervention are in Attachment II.

Note: Do not complete information about Tier III at this time.

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>TIER I</u>	<u>TIER II</u>	<u>TIER III</u>	<u>INTERVENTION (TIER I AND II ONLY)</u>			
					<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>
			<u>X</u>					<u>X</u>

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

- **Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.** (Detailed descriptions of the requirements for each intervention are in Attachment II.) The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. (Attachment III provides a possible model for that analysis.) (Note: Do not complete analysis for Tier III at this time.)

Introduction

Research conducted in 2005 reports that the road to high school graduation and college begins long before students enter high school. The time that students spend in middle school has a profound influence on whether students navigate the road successfully. Middle school grades, attendance, behavior and school culture affects who actually graduates from high school and which students are prepared for college (United Way of Greater Los Angeles, 2009). Reports indicate that half of the students from the Los Angeles Unified School District who were expected to graduate from high school in 2005, failed at least one core academic class between 6th and 8th grade. Sixty-nine percent of students who passed all middle school classes graduated from high school as compared to 50% of those who failed at least one class. Those students who did not graduate from high school failed three and a half times as many middle school classes. The risk of not graduating from high school goes up with each failed class. When students fail classes it also affects their chances of graduating. The earlier that a middle school student begins failing, the more likely it is that they will become high school drop-outs. The research also points out that students who are able to recover and pass all classes in grade 8 improve their chances of receiving a high school diploma.

Other factors include:

- Poor Attendance in Middle School
- Attending Multiple Schools
- Shortages of Qualified Teachers
- Diversity Among the Population
- Free and Reduced Lunch Rate of 80% or More

The research stresses that early interventions which focus on students who fail classes in grades six and seven often help students to get back on track for graduation. Lincoln Middle School staff members and community stakeholders have been working hard to implement strategies that will have a positive impact for all learners.

The work being done is providing a strong foundation for school improvement. The opportunity to implement a school transformation and apply for a school improvement grant will further enhance the progress that is currently taking place.

Mission

The mission of Lincoln Middle School is to ensure that every student reaches a high level of academic achievement as determined by state and national standards. We commit to the individual excellence of every student by empowering them to become confident and productive members of society. To ensure these outcomes, we are committed to a comprehensive system of support which reaches all levels of learners.

Vision

The Lincoln Middle School vision is to promote life-long learning through teacher collaboration adapted to individual student needs. We will facilitate active learning through aligned curriculum and high behavioral standards promoting respect and responsibility. We will provide a safe, secure, and professional climate with the main purpose being the educational success of all students. We will succeed in doing so through the use of effective educational programs and valuable community resources, while maintaining a strong partnership with students and parents.

Beliefs

- Lincoln Middle School believes that students benefit academically in a safe, supportive, and stimulating environment.
- Lincoln Middle School believes in empowering every student to become a productive member of society.
- Lincoln Middle School believes our students' learning, attendance, and behavior improve when they are actively engaged in meaningful, real-life work.
- Lincoln Middle School believes in life-long learning as educators to continually be the best leaders we can be for our students.

Van Dyke Public Schools has reviewed multiple data sources to determine the needs of Lincoln Middle School in an effort to select the most appropriate school reform model. Principal, Alena Zachery has been instrumental in serving on the advisory council for the Lincoln High School First Things First high school reform implementation. She and members of the Lincoln Middle School instructional team have also served as members of the high school graduation committee. Alena and her staff members are also serving on the alternative education reform committee. Ms. Zachery is the co-chairperson of the Van Dyke teacher leadership council.

A district-wide initiative is to establish a systemic approach to all district priorities. This easily can be seen in terms of the alignment between the building and district school improvement plans that highlight the following goals: Van Dyke Public Schools – District Improvement Goals

1. Improve proficiency in reading by 10% on the 2010 MEAP and 2011 MME.
2. Improve proficiency in mathematics by 10% on the 2010 MEAP and 2011 MME.
3. Improve proficiency in science by 10% on the 2010 MEAP and 2011 MME.
4. Improve proficiency in social studies by 10% on the 2010 MEAP and 2011 MME.

School Report Card History

School Year	Ed Yes! Composite Grade	AYP Status			NCLB Phase		
		AYP for Reading	AYP for Math	AYP Overall	Phase Reading	Phase Math	NCLB Phase
2001-02	-	Yes	Yes	Yes	0	1	1
2002-03	C	Yes	No	No	0	2	2
2003-04	C	No	No	No	0	3	3
2004-05	C	Yes	Yes	Yes	0	3	3
2005-06	C	Yes	Yes	Yes	0	0	0
2006-07	C	Yes	Yes	Yes	0	0	0
2007-08	C	Yes	No	No	0	0	0
2008-09	B	Yes	Yes	Yes	0	0	0
2009-10	B	Yes	Yes	Yes	0	0	0

Lincoln Middle School – School Improvement Goals

- All Lincoln Middle School students will be proficient in reading.
- All Lincoln Middle School students will be proficient in writing.
- All Lincoln Middle School students will be proficient in mathematics.

On September 2, 2010, representative Lincoln Middle School teachers met to learn about the School Improvement Grant process. The following reform models were reviewed:

- ⇒ Close / Consolidate Model
- ⇒ Transformation Model
- ⇒ Turnaround Model
- ⇒ Restart Model

After a thorough analysis of the models, the staff overwhelmingly decided to support the transformation model. The analysis indicated that several of the required components are already in place at Lincoln Middle School and include:

- ❖ The development and increase in teacher and leader effectiveness
- ❖ Provide on-going high quality job embedded professional development

- ❖ Use data to identify and implement instructional programs
- ❖ Provide on-going mechanisms for family and community engagement
- ❖ Give the school sufficient operational flexibility
- ❖ Include student data as a significant factor in evaluation
- ❖ Ensure the school receives on-going intensive TA from LEA, SEA, or turnaround organization

Lincoln Middle School staff members have been actively involved in working with data the past several years. They became involved with Project High Impact, an enhancing educational technology grant award from the Michigan Department of Education to integrate technology with formative assessment. This 2007 grant helped to create the base for a critical mass of teachers who are able to embrace proven techniques which support change.

As teachers reviewed the reform models available to the persistently low achieving schools, the staff reviewed the requirements and overwhelmingly selected the transformation model because it will best serve the students, families, and entire Van Dyke Public Schools community.

Additionally, Lincoln Middle School has completed a comprehensive needs assessment (CNA) as mandated by the Michigan Department of Education. The CNA provides a longitudinal analysis of multiple data over a three year period. It should be noted that achievement has generally increased for most general education students but that when compared to white students, black students are under performing on the MEAP test. The CNA also illustrates that special education performance on the MEAP has been decreasing and students are performing at very low levels of achievement.

- **Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.** (Data and process analysis to assist the LEA with this application may be found in the Sample Application (Attachment III) for each school and in the District Improvement Plan (Attachment IV). In the Rubric for Local Capacity, (Attachment V) local challenges are indicated by the categories "getting started" or "partially implemented."

Van Dyke Public Schools strives to provide excellence in education for each student. Staff members work diligently to ensure that research based instructional practices are implemented with fidelity. Teachers, administrators, and support staff embrace school improvement efforts and are experienced in using the Michigan School Improvement Framework. The District Process Rubric submitted in March 2010 indicates that Van Dyke Public Schools is making good progress working with the five school improvement strands. In regard to the characteristics that relate to capacity, Van Dyke Public Schools is rated as "implemented" or "exemplary" in all areas. The following characteristics are assessed as exemplary: Michigan Comprehensive Needs Assessment; Management and Operations; Teaching and Learning; and Labor and Board Relations. The district is rated as implemented in the area of School Consolidation.

The District's curriculum is aligned and multiple measures are used to support school-wide decision making. Van Dyke uses data from multiple sources as evidence to monitor student achievement. Each year the district provides the school an analysis of MEAP and Michigan Merit Exam (MME) results. Results relating to reading levels based on local assessments are also provided to schools. School teams meet in grade levels and departments to review longitudinal data relating to student achievement. The district performs an annual review of the performance to identify trends and recommend changes that will ultimately improve results.

Since 2008, Van Dyke Public Schools has been using Data Director to access student achievement and demographic data. Representative staff members from each building and central office have been trained to

use the data mining program. Existing Data Director users range from low to high use depending on the building. Plans for expansion are in place due to support from a recent “Regional Data Initiative” grant that the Macomb Intermediate School District (MISD) received earlier this school year. Additional training began in September 2010. Teams of teachers from each school have already registered or have taken the training programs sponsored by the MISD.

Lincoln Middle School began using the Northwest Evaluation Association on-line assessment to universally screen all students in the area of reading, language usage, and mathematics. The initial assessment took place in October 2010 and results are currently being analyzed to identify baseline information which will be used to place students in appropriate tiered interventions for reading and math. All students will be tested a total of four times per year as a means of monitoring progress.

The Lincoln Middle School “Standards Assessment Report” (SAR) submitted to AdvancEd this past spring demonstrates that the school’s area of strength is in *Teaching for Learning*. The strand that shows a need to build capacity is in the area of *Data and Information Management*. Lincoln Middle School is working to build capacity in this and other areas. The interventions that will be implemented as a result of the transformation model will provide the growth necessary to meet the achievement goals for the school.

2. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. *Notifications must include both signatures to be considered.*

The notification must include the following:

- ✓ A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a “Getting Started” or “Partially Implemented” rating (link below) in at least 15 of the 19 areas with a description of efforts to improve.
- ✓ (http://www.advanced.org/mde/school_improvement_tasks/docs/edyes_report_template.doc)
- ✓ Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels
- ✓ A completed rubric (Attachment V) scored by the Process Mentor team detailing specific areas of lack of capacity

Not Applicable for Lincoln Middle School

3. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to—

- Design and implement interventions consistent with the final requirements

- Job embedded sustained professional development / professional learning communities*
- North West Evaluation Association (NWEA) universal screening tool and for progress monitoring of all students*
- Scholastic Reading Inventory to assess reading level and place students in correct English Language Arts program*
- Compass Learning, tier II reading and math intervention*
- Study Island, tier II reading and math intervention*
- Read 180, tier III intervention*
- Credit Recovery*
- Course Completion*
- Rosetta Stone*
- Assessment, Data and Intervention Director*
- Data Director*
- “Measuring What Matters,” classroom observation system*
- Positive Behavior Support*
- Peer Mediation / Conflict Resolution*
- **Departmentalized Sixth Grade**
- **Co-teaching in English and Mathematics**
- **Instructional literacy and math coaches**
- **Paraprofessionals to support math and reading achievement**
- **F.A.S.T. Reading, tier III reading intervention**
- **Carnegie Mathematics Curriculum (Bridges to Algebra), tier II math intervention**
- **Success Maker, tier II intervention for reading and math**
- **Accelerated Math for Intervention, tier III math intervention**
- **Grade 8.5**
- **IR- Intervention Room – Tier III instruction**
- **Read to Achieve**
- **National Writing Project**
- **TI-nspire Navigator System – Classroom Library**
- **Extended school day for ninety minutes, five days a week.**
- **Summer literacy and math program**
- **Parent and family coordinator**
- **Principal / leadership coach**
- **Family Advocacy System***
- **Enhanced Academic Response**
- **Saturday School**
- **Family Resource Center (Mental Health Counselor)**
- **After School Dinner Program**
- **City Year Volunteers**

*already in place

Explanation of SIG Reform Interventions / Programs

SIG Reform	Explanation	Scientific Based Research
Departmentalized Sixth Grade	The sixth grade instructional program is currently delivered in a self contained elementary program. The program will be restructured to offer a departmentalized approach with students moving to different teachers for all classes.	Chen, 2008 and Analysis of MEAP scores in comparable school districts
Literacy / Math Coach	Literacy and math coaches will provide in-class professional development to all teachers. Coaches will facilitate teacher lesson study groups, work with data, and collaborate for differentiation.	International Reading Association, 2010 and National Council of Teachers of Reading, 2010
Math and Reading Para Professionals	Math and reading paraprofessionals will work in classrooms to provide tutoring, small group instruction, and before and after school tutoring.	Giangrecco, Broer, and Edelman, 1999
F.A.S.T. Reading	Foundations, Analysis, Synthesis, and Translation reading intervention for tier III students.	Tombari and Puma, 2006
Carnegie Math	Bridges to Algebra computerized math program designed to provide pre-algebra skills to students at their current point of instruction.	Ritter, Kulikowich, McGuire, and Morgan, 2007
Success Maker	On-line program to support reading and math for Tier II students.	What Works Clearing House
Extended School Day	After school program to support core content and enrichment instruction.	Burton 2007, The Principals' Partnership, 2010
Summer Literacy and Math	Summer program for all grade 6, 7, and 8 students designed to improve any loss of skills that may take place over the summer.	Bickford, Silvernail, 2009, Frazier and Morrison, 1998, Gewertz, 2009
Family Resource Center	Social worker to work .5 FTE from 3:00 pm to 8:00 pm, Monday through Thursday to provide support for students and families.	Collaborative for Academic, Social and Emotional Learning, 2010, American Psychological Association, 2010

Co-Teaching	English Language Arts and Mathematics co-teaching model to deliver instruction by general education teacher and special education teacher assigned to teach general and special education students within the same classroom.	Friend and Cook, 2003
Parent and Family Coordinator	Staff member responsible for increasing parent and community involvement at Lincoln Middle School.	Epstein 1995, National Middle School Association, 2006
Accelerated Math	Technology based Tier III intervention for students needing foundational skills for mathematics.	National Center for Response to Intervention, 2009
Grade 8.5	Students who are not ready to attend ninth grade will remain at Lincoln Middle School for one semester and transfer to the Lincoln High School Opportunity Center. They will officially begin ninth grade in January.	Academy for Educational Development, 2007
IR – Intervention Room	Staffed by certified therapist to work with at risk boys who have academic, social, emotional, and behavior, and attendance problems. The certified therapist works with stakeholders to identify students who are most at risk of failure and subsequently for dropping out of high school. He /she will present findings to teachers, parents, and community members and provide in-school professional development.	Collaborative for Academic, Social and Emotional Learning, 2010, American Psychological Association, 2010
Read to Achieve	The National Basketball Association's Read to Achieve program is a year-round campaign to help young people develop a life-long love for reading and encourage adults to read regularly to children.	Reading is Fundamental 2010, Scholastic, 2010
National Writing Project	The National Writing Project (NWP) believes that access to high-quality educational experiences is a basic right of all learners and a cornerstone of equity. NWP works in partnership with institutions, organizations, and communities to develop and sustain leadership for educational improvement. Professional development is the foundation of the NWP.	Blau, Cabe, Whitney, 2007, Campos and Peach, 2007 and 2008
T-I-nspire Navigator	The TI – nspire calculator runs on a document that has five applications	Meagher, Ozgun-Kocha, 2007,

System	calculator, graph and geometry, spreadsheet, notes, and statistics. Built in computer applications for secondary math subjects.	Brooklyn College, 2007
Principal / Leadership Coach	Executive coach to work with principal and assistant principal to increase leadership capacity necessary to improve achievement at Lincoln Middle School.	Senge, 1990, DuFour, 2002
Family Advocacy System	Thirty minute weekly meeting with fifteen to seventeen students and a teacher designed to improve adult – student relationships. Restructured school day.	Institute for Research and Reform in Education, 1996
After School Dinner Program	Federally funded program to feed students who stay for after school programs.	Child and Food Care Program – US Department of Agriculture, www.fns.usda.gov/cnd/care/
City Year Volunteers	Standardized, outcomes-based service model deployed to schools in grade 3 o 9 to help improve attendance, behavior, and course performance.	Policy Studies Associates, 2010
Saturday School	Students who have five or more missing assignments in a class will be required to attend Saturday School to receive additional tutoring and help with organization.	The Principal Partnership, 2010

Using data obtained from the NWEA screening and Scholastic Reading Inventory testing, the Assessment, Data and Intervention Director will work with student data to ensure that proper placement and support programs are in place for each LMS student.

To achieve the goal of increased achievement in reading and math, tiered interventions will be implemented which will include:

- Tier I – Literacy and Math Coach, TI-Nspire Navigator System, Study Island, Compass Learning
- Tier II – Read 180, Success Maker for Reading and Math, Bridges to Algebra, Carnegie Math, Literacy and Math Coach, Paraprofessionals
- Tier III – F.A.S.T. Reading, Accelerated Math, Literacy and Math Coach, Paraprofessionals

RESPONSE TO INTERVENTION PROGRAM AT LINCOLN MIDDLE SCHOOL

SIG Interventions in Bold

Tier I	Tier II	Tier III
Differentiated Instruction	Read 180	FAST Reading
Core Curriculum	JROTC Mentoring	SPARK Group
National Writing Project	Weekly Progress Reports	IR – Intervention Room
Ti83 Navigator System	Modify Lessons	At-risk, Therapist
ENO Electronic Whiteboard	Address Time Lines	Accommodation Plan
Tools for Success Class	Student Staffing	Enhanced Academic Response
Math Tech Class	Parent Meetings	Bilingual Support
Parent Portal	Student and Parent Ambassador Program	8.5 Grade
Parent Communications	Student Support Groups	Accelerated Math
Peer Mediation	Small Group Reading and Math Support	Literacy and Math Coach
Conflict Resolution	Compass Learning	ELA and Math Paraprofessionals
Positive Behavior Support	Study Island	Saturday School
Parent Outreach	Success Maker for Reading and Math	
Family Advocacy System	Carnegie Math – Bridges to Algebra	
After School Tutoring	Literacy and Math Coach	
Counseling Support	ELA and Math Paraprofessionals	
Parent Conferences	Family Resource Center	
Literacy and Math Coach	Co-teaching	
Reading to Achieve		
Formative Assessment		
Time Out / Next Step		
Agenda Book		

Additional Interventions Consistent with the Final Requirements

Additional services and systems of rethinking will be put into place to support the mental health of students so they are able to demonstrate increased achievement in mathematics and reading. Research indicates that

treatment for children near home such as in schools have a greater degree of success (Durham and England, 2002). These supports will include professional development for teachers that is designed to better equip educators to be able to address the emotional and behavioral needs of students. The professional development will be presented by staff in collaboration with community agencies including Leaps and Bounds and CARE.

A Family Resource Center staffed with a social worker will provide mental health support to students and their families. The Center will operate from 3:00 pm to 8:00 pm, Monday through Thursday. This center is scheduled to begin in November, 2010 to serve Lincoln High School families as part of their School Improvement Grant. Lincoln Middle School students often arrive at school pre-occupied with personal situations which distract them and keep them from being able to focus on their core academic progress. To address the needs of Lincoln Middle School students a similar program will be in place beginning in November, 2011.

In September 2009, Lincoln High School began the restructuring process as required by the "First Things First" high school reform model. Research suggests that "creating learning communities for young people increased their social commitment to one another and to their teachers, thereby increasing their personal investments in school" (Greenleaf, 1995). The community framework stresses collaboration among teachers on the implementation of a Family Advocacy System (FAS). The FAS teachers at Lincoln High School are assigned approximately twenty students who meet for forty-five minutes once a week to implement a set curriculum by "First Things First" providers from the Institute for Research and Reform in Education. A priority of the FAS program is for students and adults to form strong relationships and for teachers to improve relations with parents, guardians and community members. Perception surveys indicate that students and teachers are highly satisfied with the implementation of the FAS program. Feedback from teachers includes suggestions to increase the number of FAS meetings from one to two per week. FAS teachers work closely with students to provide information about Tier I services available to students including tutoring, homework help, course and credit recovery.

Beginning in September 2011, Lincoln Middle School will incorporate a FAS program modeled after the Lincoln High School program. Staff from the Institute for Research and Reform (IRRE) in education will be consulted regarding the FAS implementation at Lincoln Middle School. The FAS program at Lincoln Middle School will take place one day per week for thirty minutes.

To ensure a positive culture at Lincoln Middle School teachers began meeting to plan a Positive Behavior Support (PBS) program in August, 2008. The school has been implementing PBS since the beginning of the 2008 – 2009 school year. Teachers have a detailed plan which provides annual professional development for staff and a comprehensive communication program designed to educate students, parents, and guardians. Teachers use tickets to reward positive behavior among students as they focus on being respectful, responsible, and safe. Data regarding the Lincoln Middle School positive behavior support program indicates that discipline issues are decreasing among students where positive behavior is being implemented with fidelity in the classroom and at grade level.

Tier II and III behavior plans will be incorporated into the Response to Intervention (RTI) program which will help to support a positive climate and reduce discipline. These behavior plans will be reviewed by the school counselor, social worker, and behavioral intervention specialist.

Other culture related initiatives include:

On-line Parent Portal – Parents are able to review student achievement and attendance information on a daily basis which uses the school district student management system, PowerSchool.

Parent Outreach Program – Monthly parent programs designed to increase parent and family engagement starting in October, 2010.

Peer Mediation – Trained peer mediator program.

Conflict Resolution – Student conflict resolution and student problem solving program.

JROTC Mentoring – JROTC students mentor at risk students.

Student Ambassador Program – Student welcome group assigned to new students.

Parent Ambassador Program – Parent group assigned to welcome new students and their families. Ambassador parents meet on a regular basis to plan and implement programs such as peer mediation that will ultimately have a positive impact on school culture. They also serve as outreach to create a safe-school community for all stakeholders.

Intervention Room – Program designed to help students with behavior intervention and academic intervention plans.

At-Risk Therapist – Therapist provided through Macomb County Court System to work with most at-risk students.

Court in School – Judge Sabaugh holds court in session at Lincoln Middle School. This program provides opportunities for students to see the consequences of individuals who do not follow the law.

Link Crew at Lincoln High School – Link Crew students from Lincoln High School plan activities with eighth grade students in an effort to assist them so they will have a positive transition to Lincoln High School. Events include orientation programs as well as events that include athletic competitions between eighth and ninth grade students. The goal is to create relationships between eighth and ninth grade students to ensure a smooth transition from Lincoln Middle School to Lincoln High School.

- Select external providers from the state's list of preferred providers;
- Macomb Intermediate School District
- All professional development providers and companies providing materials, supplies, and equipment will need to become approved providers prior to receiving funding for programs and services utilized to support the SIG
- Align other resources with the interventions;
- To ensure that all resources are in alignment with the transformation, staff will receive in-service training and professional development on the strategies that are being implemented. The Assistant Superintendent of Curriculum and Instruction will work with the Lincoln Middle School administrative team and school district stakeholders to coordinate all interventions associated with the transformation.
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment VI is a rubric for possible policy and practice changes); and
- Van Dyke Public Schools has a positive working relationship with the Professional Personnel of Van Dyke (PPVD). Administration and PPVD leaders will collaborate to ensure that barriers to possible implementation will be addressed to ensure the interventions are implemented with fidelity. PPVD members have been involved with the School Improvement Grant process since the school was notified in August.

- Sustain the reforms after the funding period ends.

- Van Dyke Public Schools will continue to implement strategies associated with the transformation model after funding ends to ensure that Lincoln Middle School achievement rates continue to increase while a reduction takes place in the school's failure rate. This will be accomplished through reallocation of Title I, Title II A, Section 31A and the school district's general fund. Through the transformation model's implementation, the school district will increase and sustain enrollment which will positively affect the district's general fund affording the opportunity to continue the interventions.

3. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. (Attachment VII provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

July 2011

- ☐ Turnaround principal, to be appointed by the Van Dyke Public Schools Board of Education
- ☐ Parent and family coordinator position expanded to include Lincoln Middle School
- ☐ Interview and hire open positions including instructional coaches, para professionals and social worker
- ☐ F.A.S.T. Training
- ☐ National Writing Project Training
- ☐ Read 180 Training
- ☐ Sixth Grade Curriculum Maps / Scope and Sequence

August 2011

- ☐ Turnaround principal starts at Lincoln Middle School
- ☐ Orientation for new teachers and support staff
- ☐ In-service for Lincoln Middle School staff members to provide baseline information about the implementation of the transformation model
- ☐ Professional development programs at MISD for Response to Intervention, Data Director, and Differentiated Instruction
- ☐ Specialized Training for Accelerated Math, Carnegie Cognitive Tutor, Success Maker
- ☐ Read to Achieve Training
- ☐ TI-Nspire Navigator Training
- ☐ Presentation to Board of Education about School Improvement Grant status
- ☐ Summer Literacy and Math Program for new ninth graders at Lincoln High School

September 2011

- ☐ Universal Screening of Students using NWEA and Scholastic Reading Inventory Assessments
- ☐ Monthly professional learning community half day program and weekly after school program begins
- ☐ Family Resource Center Opening
- ☐ Family Advocacy System Introduced
- ☐ Curriculum / Graduation Readiness Night
- ☐ Special communication to parents and guardians regarding transformation model sent home
- ☐ Tier I reading interventions introduced – Literacy Coach, ELA Para professionals
- ☐ Weekly professional development for LMS teachers
- ☐ Tier II reading interventions introduced – Read 180, Success Maker Reading
- ☐ Tier III reading interventions introduced – F.A.S.T. Reading
- ☐ Tier I math interventions introduced – Math Coach, Math Para Professionals, TI-Nspire Navigator System
- ☐ Tier II math interventions introduced – Carnegie Cognitive Tutor, Success Maker Math
- ☐ Tier III interventions introduced – Accelerated Math
- ☐ Measuring What Matters visits

- ☐ Parent Outreach Program
- ☐ Conflict Resolution Training for Students and Staff

October 2011

- ☐ Van Dyke Public Schools teacher leadership program to begin monthly meetings
- ☐ Data Director training for building data team
- ☐ Professional learning community monthly meeting and weekly after school programs
- ☐ Measuring What Matters visits
- ☐ Parent Outreach Program
- ☐ Monthly professional learning community half day program
- ☐ Weekly professional development for LMS teachers
- ☐ Parent Outreach Program

November 2011

- ☐ Data Director training for classroom teachers
- ☐ Professional Development Training
- ☐ Professional Learning Community Release Time
- ☐ Van Dyke Public Schools teacher leadership program monthly meeting
- ☐ Measuring What Matters visits
- ☐ Trimester Report Due
- ☐ Parent Outreach Program
- ☐ Monthly professional learning community half day program
- ☐ Weekly professional development for LMS teachers
- ☐ Parent Outreach Program

December 2011

- ☐ Van Dyke Public Schools teacher leadership program monthly meeting
- ☐ NWEA and SRI screening
- ☐ Measuring What Matters visits
- ☐ Parent Outreach Program
- ☐ Monthly professional learning community half day program
- ☐ Weekly professional development for LMS teachers
- ☐ Parent Outreach Program

January 2012

- ☐ Van Dyke Public Schools teacher leadership program monthly meeting
- ☐ Eighth grade parent and student orientation
- ☐ Measuring What Matters visits
- ☐ Parent Outreach Program
- ☐ Grade 8.5 students promoted to grade 9
- ☐ Monthly professional learning community half day program
- ☐ Weekly professional development for LMS teachers

February 2012

- ☐ Van Dyke Public Schools teacher leadership program monthly meeting
- ☐ Measuring What Matters visits
- ☐ Parent Outreach Program
- ☐ Monthly professional learning community half day program
- ☐ Weekly professional development for LMS teachers
- ☐ Parent Outreach Program

March 2012

- ☐ Van Dyke Public Schools teacher leadership program monthly meeting
- ☐ Monthly professional learning community half day program

- ☐ NWEA and SRI Screening
- ☐ Parent teacher conferences
- ☐ Trimester Data Report Due
- ☐ Measuring What Matters visits
- ☐ Weekly professional development for LMS teachers
- ☐ Parent Outreach Program

April 2012

- ☐ Van Dyke Public Schools teacher leadership program monthly meeting
- ☐ Measuring What Matters visits
- ☐ Parent Outreach Program
- ☐ Monthly professional learning community half day program
- ☐ Weekly professional development for LMS teachers
- ☐ Parent Outreach Program

May 2012

- ☐ Van Dyke Public Schools teacher leadership program monthly meeting
- ☐ Measuring What Matters visits
- ☐ Monthly professional learning community half day program
- ☐ Weekly professional development for LMS teachers
- ☐ Parent Outreach Program

June 2012

- ☐ Van Dyke Public Schools teacher leadership program monthly meeting
- ☐ NWEA and SRI screening
- ☐ End of the semester data due
- ☐ Monthly professional learning community half day program
- ☐ Weekly professional development for LMS teachers

4. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.
 - Lincoln Middle School students will be proficient in reading.
 - Lincoln Middle School students will be proficient in writing.
 - Lincoln Middle School students will be proficient in mathematics.
5. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed at this time.)
7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. (No response needed at this time.)
8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.
 - Describe how this process was conducted within the LEA.

Notification was received by the Van Dyke Public Schools Superintendent from the Michigan Department of Education on August 16, 2010. Administrators attended an informational meeting sponsored by the Michigan Department of Education on August 23, 2010. Lincoln Middle School staff members were subsequently notified that the school was identified for improvement and were invited to an informational meeting held September 2, 2010. A focus group was then held to get input from staff members, the meeting took place September 8, 2010 with a follow up on October 12, 2010. Administrators attended a technical assistance meeting September 17, 2010 sponsored by the Michigan Department of Education. The LMS SIG team met with consultants from the

Macomb Intermediate School District for technical assistance in order to plan the framework for the transformation model.

Parents and guardians were sent a letter informing them that Lincoln Middle School was identified as one of the lowest performing schools as identified by the Michigan Department of Education. A frequently asked questions document was also developed to provide information for district stakeholders. Parents and guardians were also given information explaining how they could provide input to the school improvement grant as well as to how to obtain further information. This was followed by a parent information breakfast held September 28, 2010. Additional information will be presented at a parent outreach program scheduled for October 19, 2010.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

- The LEA must provide a budget in MEGS at the building level that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Tier I and Tier II school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
 - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application. (No response needed at this time.)

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

SIG Budget Proposal – Lincoln Middle School 2011 – 2012 Transformation Model

Activity	Support	Position/ Materials/ Supplies/ Equipment/ Program/ Support	Cost and Yearly Budget Information	Funding Source	Provider
Departmentalized Sixth Grade	Program	Program	-0-	General Fund	VDPS
Literacy Coach	English	1.0 FTE	\$120,000 1, 2, 3	School Improvement Grant	MISD
Math Coach	Math	1.0 FTE	\$120,000 1, 2, 3	School Improvement Grant	MISD
F.A.S.T. Reading	English	Professional Development Training	\$ 40,000	IDEA	VDPS
Carnegie Math	Math	Curriculum	\$ 15,000	School Improvement Grant	MISD
Success Maker	Math and Reading RTI Support	Curriculum	\$ 50,000 1 \$ 15,000 2, 3	School Improvement Grant	Pearson
After School Program	Extended School Day		\$40,000 1, 2, 3	School Improvement Grant	MISD
Summer Literacy and Math	Extended School Year	.5	\$75,000 1, 2, 3	School Improvement Grant	MISD
Parent and Family Coordinator	Parent Support and Involvement	.25 FTE	\$19,500 1, 2, 3	General Fund	VDPS
Accelerated Math	Math	Curriculum	\$10,000 1 25	School Improvement Grant	MISD

Co-Teaching	English and Math	2.0 FTE	\$200,000 1, 2, 3	School Improvement Grant	
Grade 8.5	At-Risk Teacher	1.0 FTE	\$110,000 1, 2, 3	State Funds – 31A	
Family Resource Center	After School Social Worker	.5 FTE	\$ 75,000 1, 2, 3	School Improvement Grant	
Intervention Room	Licensed Therapist	1.0 FTE	\$80,000 1, 2, 3	School Improvement Grant	
Principal / Leadership Coach	Leadership	Training	\$15,000 1	Title II A	MISD
Family Advocacy System	Parent and Family Involvement	Healthy Relationships	\$100,000 1, 2, 3	General Fund	Institute for Research and Reform in Education
After School Dinner Program	Student Health and Nutrition		No cost to school district	US Department of Agriculture	
City Year Volunteers	School Volunteers	Tutoring and Mentoring	No cost to school district		
Professional Development Programs and Weekly Scheduled Compensated Time	Capacity of Teachers and Support Staff	Support	\$25,000 – Programs \$150,000 compensation 1, 2, 3	School Improvement Grant	MISD
North West Evaluation Association Assessment	Universal Screen and Benchmark Testing	RTI Program	\$15,000 1, 2, 3	General Fund	VDPS
TI-nspire	Math Assessment	Technology	\$25,000 1	School Improvement Grant	

National Writing Project	Professional Development	English Curriculum	\$15,000 1	School Improvement Grant	MISD
Scholastic Reading Inventory / Read 180	Tier II Reading Intervention	Curriculum	\$45,000	In Place	MISD
Compass Learning	Tier II Reading and Math Intervention	Curriculum	\$15,000 1, 2, 3	General Fund	VDPS
Study Island	Tier I Reading and Math Intervention	Curriculum	\$ 5,000 1, 2, 3	General Fund	VDPS
Credit Recovery	After School Tutoring	RTI Program	\$ 10,000 1, 2, 3	State Funds – Section 31A	
Rosetta Stone	Bi-Lingual Intervention	Curriculum Resource	\$ 5,000 1, 2, 3	General Fund	VDPS
Assessment, Data, and Intervention Director	Data Supervisor	1.0 FTE	\$110,000 1, 2, 3	Title II A	
Data Director	Data Analysis	RTI Program		MISD	MISD
Measuring What Matters	Student Growth Model	Program	\$ 50,000 1, 2, 3	General Fund	IRRE
Positive Behavior Support	Student Behavior Intervention	Program	\$10,000 1, 2, 3	General Fund	MiSD
Peer Mediation / Conflict Resolution	Student Behavior Intervention	Program	\$ 6,000 1, 2, 3	General Fund	VDPS

Provider must become an approved provider by the Michigan Department of Education to be funded through SIG ARRA funds

	Year 1	Year 2	Year 3
SIG	\$ 110,000	110,000	110,000
Title II A	125,000	125,000	125,000
General Fund	225,500	225,500	225,500
IDEA	40,000		
Total	\$ 1,500,500	\$1,360,50	\$1,360,500

SUBMITTED – OCTOBER 14, 2010
ASSURANCES AND CERTIFICATIONS
STATE PROGRAMS

- **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: “These materials were developed under a grant awarded by the Michigan Department of Education.”

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL
SUBMITTED ON OCTOBER 14, 2010

Date

SIGNATURE OF LEA BOARD PRESIDENT - SUBMITTED ON OCTOBER 14, 2010

Date

4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

5. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	65,880
Student Data	
Dropout rate	14%
Student attendance rate	90%
For high schools: Number and percentage of students completing advanced coursework for each category below	N/A
Advanced Placement	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
Dual enrollment	N/A
Number and percentage enrolled in college from most recent graduating class	N/A
Student Connection/School Climate	
Number of disciplinary incidents	4,716
Number of students involved in disciplinary incidents	541
Number of truant students	203
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	Highly Effective = 33 Ineffective = 2
Teacher Attendance Rate	

	PD 0 – 3 Days = 8 4 – 5 Days = 6 5 – 10 Days = 9 >10 Days = 15 Illness 0 – 3 Days = 12 4 – 5 Days = 5 5 – 10 Days = 12 >10 Days = 7
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LEA Application Part II

ATTACHMENT III

SAMPLE SCHOOL APPLICATION

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code PREVIOUSLY SUBMITTED	District Name and Code
Model for change to be implemented:	

School Mailing Address:			
Contact for the School Improvement Grant:			
Name:			
Position:			
Contact's Mailing Address:			
Telephone:			
Fax:			
Email address:			
Principal (Printed Name):			Telephone:
Signature of Principal: X_____			Date:
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.			

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

SEE ATTACHED CNA

A review of MEAP data has played an essential role in mobilizing Lincoln Middle School stakeholders to commit to fundamental changes in practice and structure pertaining to increasing our students' success. The 2007, 2008 and 2009 MEAP scores demonstrate a need in all areas of learning. From 2007 to 2008 grade 8 reading scores decreased by 9 points to 65%. In 2009, the scores increased by 7 points but failed to reach the 72% proficiency level that was achieved in 2007. The 2009 assessment information revealed that grade 8 math scores decreased 23 points with a score of 47% proficient. In 2007, grade 8 math scores were at 56%.

Grade 7 scores in reading and math showed marginal improvement over the three year period from 2007 to 2009. The reading scores increased seven points between 2007 and 2008 and eight points from 2008 to 2009. Increases in math were 7 points between 2007 and 2008 and 9 points between 2008 and 2009. The increase in grades 7 scores are at a rate lower than what is necessary to improve student achievement to the point that students will be able to master the rigor of the high school Michigan Merit Curriculum.

Lincoln Middle School - Three Year MEAP Achievement

8 th Grade	2009	2009	2008	2008	2007	2007
	Reading	Math	Reading	Math	Reading	Math
All	67	47	61	73	72	56
Male	64	53	61	78	69	55
Female	70	40	60	68	75	57
Asian	73	64	65	71	79	86
Black	65	29	53	65	67	40
White	69	63	66	81	75	64
Econ Dis	64	45	59	73	69	55
ELL	< 30	< 30	<30	<30	50	70
Special Ed	26	10	22	48	42	3

7 th Grade	2009	2009	2008	2008	2007	2007
	Reading	Math	Reading	Math	Reading	Math
All	65	68	57	59	54	62
Male	65	70	55	60	50	59
Female	66	65	59	58	58	66
Asian	69	69	69	75	47	79
Black	57	63	50	48	41	51
White	73	72	62	66	62	66
Econ Dis	65	67	54	55	49	60
ELL	<30	<30	<30	<40	33	61
Special Ed	37	35	22	22	26	31


6 th Grade	2009	2009	2008	2008	2007	2007
	Reading	Math	Reading	Math	Reading	Math
All	76	62	74	60	66	57
Male	70	59	71	64	65	58
Female	81	65	77	55	67	57
Asian	88	93	80	71	67	67
Black	68	44	61	51	57	35
White	79	71	80	63	69	65
Econ Dis	75	61	71	57	52	53
ELL	<30	<30	<30	<30	66	58
Special Ed	61	23	36	32	37	21

When reviewing sub-group data, the performance of grade 8 special education students decreased significantly in mathematics with a 38% drop from 2008 to 2009. There was a 4% increase in reading for the same period. From 2008 to 2009, students improved in reading at a rate of 6% and 5% growth took place in the area of mathematics. Seventh grade scores of students with disabilities increased 15% in reading and 12% in math from 2008 to 2009. Scores went down in both areas from 2007 to 2008.

Student needs in terms of instruction and support are met on a long continuum of services. Successful schools have effective screening in place and monitor progress on a regular basis to ensure that students receive effective intervention that goes beyond the typical instructional program (Elliot and Fuchs, 1997). Additionally, the interventions must be aligned with the content being taught, provide reliable and valid information on student progress, and provide timely, usable data that are accessible by teachers and administrators.

Research shows that support for special education students in the least restrictive environment using evidence based instructional strategies to help students to be successful in the general education classroom improves achievement for all students. Collaboration between special education and general education teachers provide support for students with disabilities. The goal at Lincoln Middle School for the 2010 – 2011 school year is to build consensus among stakeholders regarding the importance of high quality, research-based instruction, collaboration between special education teachers and general education teachers with special education students having access to the general education curriculum. To improve achievement of special education teachers a model for co-teaching has been put into place for grade 7 English Language Arts. Student achievement data will be monitored throughout the current school year to compare the achievement of special education in the co-teaching program with those who are not in a co-teaching model.

English Language Reading - Race and Ethnicity - Special Ed

Graph	Race and Ethnicity	Special Ed	09-10 Total	09-10 % Not Proficient	09-10 % Partially Proficient	09-10 % Proficient	09-10 % Advanced
 [Graph]	[X] All Students		<u>520</u>	<u>6.73</u>	<u>20.38</u>	<u>58.65</u>	<u>14.23</u>
	[] American Indian/Alaskan Native		<u>3</u>	<u>0.00</u>	<u>33.33</u>	<u>33.33</u>	<u>33.33</u>
	[]	Not Special Ed	<u>3</u>	<u>0.00</u>	<u>33.33</u>	<u>33.33</u>	<u>33.33</u>
	[] Asian American		<u>38</u>	<u>5.26</u>	<u>18.42</u>	<u>50.00</u>	<u>26.32</u>
	[]	Not Special Ed	<u>37</u>	<u>2.70</u>	<u>18.92</u>	<u>51.35</u>	<u>27.03</u>
	[]	Special Ed	<u>1</u>	<u>100.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
	[] Black		<u>211</u>	<u>9.00</u>	<u>24.17</u>	<u>59.72</u>	<u>7.11</u>
	[]	Not Special	<u>194</u>	<u>5.67</u>	<u>24.74</u>	<u>61.86</u>	<u>7.73</u>

English Language Reading - Race and Ethnicity - Special Ed

Graph	Race and Ethnicity	Special Ed	09-10 Total	09-10 % Not Proficient	09-10 % Partially Proficient	09-10 % Proficient	09-10 % Advanced
		Ed					
[]		Special Ed	<u>17</u>	<u>47.06</u>	<u>17.65</u>	<u>35.29</u>	0.00
[]	Hawaiian Pacific Islander		<u>25</u>	<u>8.00</u>	<u>24.00</u>	<u>52.00</u>	<u>16.00</u>
[]		Not Special Ed	<u>23</u>	<u>4.35</u>	<u>21.74</u>	<u>56.52</u>	<u>17.39</u>
[]		Special Ed	<u>2</u>	<u>50.00</u>	<u>50.00</u>	0.00	0.00
[]	Multiple Ethnicities		<u>13</u>	0.00	<u>7.69</u>	<u>53.85</u>	<u>38.46</u>
[]		Not Special Ed	<u>13</u>	0.00	<u>7.69</u>	<u>53.85</u>	<u>38.46</u>
[]	White		<u>230</u>	<u>5.22</u>	<u>17.39</u>	<u>60.43</u>	<u>16.96</u>
[]		Not Special Ed	<u>210</u>	<u>2.38</u>	<u>17.14</u>	<u>62.38</u>	<u>18.10</u>

English Language Reading - Race and Ethnicity - Special Ed

Graph	Race and Ethnicity	Special Ed	09-10 Total	09-10 % Not Proficient	09-10 % Partially Proficient	09-10 % Proficient	09-10 % Advanced
[]		Special Ed	<u>20</u>	<u>35.00</u>	<u>20.00</u>	<u>40.00</u>	<u>5.00</u>

Data indicates there are three major areas that need to be addressed in regard to underachieving students.

1. Special Education Students are significantly performing below general education students.
2. Despite the fact that black students are increasing in their rate of proficiency, they still underperform white students in reading and mathematics.
3. Black special education students are underperforming all students as well as the other sub groups within the school.

Causes for the Gap in Performance for Students with Disabilities:

Students with disabilities are underachieving as compared to students without disabilities in the area of reading and mathematics. Lincoln Middle School stakeholders have studied this process data and have determined the following factors that are contributing to the achievement gap between special education and general education students.

- Misalignment between the grade level content expectations for reading and math and the instructional strategies for teaching special education students in general education classrooms.
- A deficiency in professional development opportunities for general education teachers to develop skills in teaching special education students.
- Special Education students being taught in traditional self contained programs versus general education classrooms.
- General Education teachers lack the skills to meet the needs of special education students within a co-teaching model.
- A lack of core content and vocabulary for each grade level and content area.

Causes for the Gap in Performance for Black Students:

Black students are underachieving as compared to white students in the area of reading and mathematics. Lincoln Middle School stakeholders have studied this process data and have determined the following factors that are contributing to the achievement gap between black and white students:

- High poverty rate which requires adults in the school to provide strategies that aid and assist in building background knowledge and experiences that are critical to learning.
- Change in demographics of community as indicated by enrollment trends for ethnic groups.
- Teachers are deficient in the development of skills related to working with students living in poverty.
- Low reading levels, as measured by Northwest Evaluation Association assessment. New students entering the sixth, seventh, or eighth grade may be reading three or more grades below their current placement.
- A lack of core content and vocabulary for each grade level and subject area.

Reading and Math Curriculum Resources for Implementation with the Redesign Plan:

Read 180 – Research based reading intervention program that includes innovative technology, engaging print, and intensive professional development.

F.A.S.T. Reading- Foundations of Analysis, Synthesis, and Transitions Reading is a research based literacy intervention that combines the best of systematic phonics, auditory processing and literature based instruction to create a streamlined, multi-sensory program that includes immediate reading application with high interest, and phonetically controlled books.

SuccessMaker – Computer based courses used to supplement regular classroom instruction in grades 6 – 8. Using adaptive lessons tailored to a student's reading level, SuccessMaker aims to improve understanding in areas such as phonological awareness, phonics, fluency, vocabulary, comprehension, and concepts of print. SuccessMaker also has a mathematics component designed to provide struggling students with support to develop basic skills as well as abstract skills needed for higher level mathematics.

Accelerated Math – This program creates individualized assignments aligned with state standards and national guidelines, scores student work, and generates reports on student progress. Accelerated Math will provide practice components for students and support teachers in “differentiating instruction” by providing progress monitoring data.

Carnegie “Bridges to Algebra” – Provided by the Macomb Intermediate School District for summer school, Bridges to Algebra provides students with the fundamental knowledge needed for success with the math requirements that make up the Michigan Merit Curriculum. The resource provides students with opportunities to make real world application and workplace practice leading to success for all students.

Assessment / Screening Tools to be Implemented with the Redesign Plan:

In an effort to ensure that students receive the correct placement in RTI – tier I, II, and III interventions, it is essential that students be accurately assessed and placed in correct interventions. The screening tools to be used to address gaps in reading and math are:

Scholastic Reading Inventory (SRI) – SRI will provide teachers with easily accessible information about where a student is at anytime in regard to his or her reading. Based on a Lexile framework, teachers will be able to assign reading material that is of high interest to the student at his or her instructional level.

Northwest Evaluation Association (NWEA) – All new students will be assessed using the NWEA, “Measures of Academic Performance” (MAP). This tool will be used to ensure that new students are

placed in the correct English and math program. Teachers, counselors, and coaches will receive detailed information about where the student is at in regard to mastery of grade level content expectations. All sixth, seventh, and eighth grade students will be assessed four times per school year.

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at:

www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement .			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

Van Dyke Public School's Lincoln Middle School was notified on August 16, 2010 that they placed on the "persistently lowest achieving 5%" list. At this time, administration was informed that a meeting would take place in Lansing on August 23, 2010 to provide information about the grant opportunities that would now be available to Lincoln Middle School. A group that consisted of 1 county administrator, 3 district administrators, 1 building administrators and a Union Representative attended the meeting and began organizing a plan. An informational staff meeting was held September 2nd to explain the background about the "persistently lowest 5%" list and the implications for Lincoln Middle School. The Lincoln Middle School staff demonstrated a strong support for the transformational model for increasing student achievement and the opportunities that the School Improvement Grant will help provide that would achieve this goal. After many questions, teachers and support staff members immediately began asking the most important question, "How can we help?" A focus group was held September 9th, where staff arrived armed with best practice research and ideas for supporting the achievement of Lincoln High School students. A group of approximately 20 Lincoln Middle School staff members were in attendance and began working on a plan that will build on the strong foundation for teaching that is in place at Lincoln Middle School. Small groups of teachers subsequently met during the process and the draft plan was presented to the staff for their input on October 13, 2010. Additionally, staff members signed a letter of support emphasizing their strong commitment to do whatever it takes to raise student achievement at Lincoln Middle School. (See Appendix for letter dated October 12, 2010)

In September and October, English Language Arts teachers and mathematics teachers participated in a number of professional development opportunities provided by consultants from the Macomb Intermediate School District. These professional development programs included working with MISD consultants in a collaborative process with teachers from Lincoln High School to implement research based strategies that will improve student achievement this year and next school year. All Lincoln Middle School teachers have signed up to have a literacy coach visit their classroom to provide in-service side by side instruction in the implementation of reading strategies that will include multiple measures to address student academic growth.

Van Dyke Public Schools assigned a special education teacher to co-teach seventh grade English Language Arts for the 2010 – 2011 school year. This co-teaching opportunity will serve as a model for expansion and is part of the School Improvement Grant application. Research places emphasis on what co-teaching is and what co-teaching isn't. At Lincoln Middle Schools co-teaching is a service delivery option with a general education and special education teacher in the same classroom. It is a means through which students with IEPs receive some or all of their specialized instruction and related services in the context of the general education classroom (Friend, 2010). The implementation of co-teaching symbolizes the dedication that Lincoln Middle School teachers have toward improving student achievement.

An after school meeting took place October 12, 2010 so that staff members are able to understand their current role and responsibility in regard to the school improvement grant and transformation model. They also had an opportunity to learn about the plan for implementation of the SIG during the 2011 – 2012 school year and the system-wide expectations for change.

Additionally, Lincoln Middle School is receiving support from Lincoln High School administrators and the school improvement facilitator who is leading the implementation of the Lincoln High School, School Improvement Grant. The Director of Special Services is also working with Lincoln Middle School staff on the redesign project and is specifically addressing needs related to co-teaching.

2. Explain the school's ability to support systemic change required by the model selected.

The 2009-2010 school year saw the implementation of several initiatives designed to improve student achievement. These include:

- ⇒ SPARK
- ⇒ Ambassador
- ⇒ Co-Teaching
- ⇒ Credit Recovery
- ⇒ Intervention Room
- ⇒ Mentoring
- ⇒ Literacy Coach

The Lincoln Middle School staff's commitment to provide a better education for students can be evidenced by the systematic, intensive, research-based strategies that have been built into their school improvement plan. The initiatives put into place are designed to engage students and foster community involvement. Fundamentally, staff dedicated themselves to building relationships with both students and families to increase student achievement by implementing a systematic advocacy program.

The opportunities provided by the school improvement grant have only further motivated staff to work to fill the gaps that exist for students. The Lincoln Middle School staff member's commitment to provide a stronger education for students can be evidenced by the systematic, intensive, research-based strategies that have been built into the school improvement plan. The literacy coach is playing a significant role in moving forward to increase student engagement, curriculum alignment, and rigor in all classrooms. A math coach will be added as a result of the school improvement grant to address instructional issues related to improve mathematics achievement.

While the crux of the reform is teacher-driven at Lincoln Middle School, a change of this magnitude could not be attained without strong leadership. Central Administration has provided a foundation of support both financially and instructionally, while being an approachable presence within the building. Their clear support of any teacher-driven initiative that assists the middle school in achieving its vision has been a motivating factor for many of our teacher leaders. The principal has a strong background in effective leadership and a clear vision for improving student achievement. Even more important is her willingness and commitment to adopt the vision of Lincoln Middle School that has clear and high expectations for all students.

In order to ensure fidelity to the process and monitor the system-wide progress of Lincoln Middle School with regards to the plan, Van Dyke Public Schools will establish both formal and informal protocols to provide a large array of accountability and data:

- 1) Testing data will be collected 4 times throughout the school year with the use of both Scholastic Reading Inventory (SRI) and Northwest Evaluation Association (NWEA) assessment tools. An Assessment, Data and Intervention Director will ensure that every 6th, 7th and 8th grade student is being tested and that reports are being utilized to make instructional and intervention decisions. School-wide data will drive data dialogues during professional development seminars and professional learning communities. This will assist in increasing achievement on the MEAP and subsequent EXPLORE, PLAN and ACT/MME assessments they will take at Lincoln High School. The Assessment, Data and Intervention Director will ensure that results from these tests are used to make future instructional decisions. After each testing period, the Assessment, Data and Intervention Director will run reports and conduct meetings to inform administration and teachers of results.
- 2) Administration will collect from each classroom instructor, evidence of classroom lessons and activities that demonstrate adherence to the objectives in the School Improvement Plan and transformation model.
- 3) Administrators will create a walk-through check-list and calendar to monitor classroom evidence of the objectives in the School Improvement Plan. Administrator Walk-Throughs will be conducted biweekly to monitor effective usage of each instructional strategy cited. Administrators will hold informal dialogues with teachers presenting them with the results of the check list findings during Walk-Throughs. These dialogues will help to assist teachers with effective application of strategies gained from professional development. Principal and instructional coaches will meet routinely to highlight areas for refinement in teachers' instructional practices.
- 4) Consultants will meet regularly with administration following working with the staff to debrief and make recommendations for improvements.
- 5) Administration, specialists, counselors and coaches will utilize the First Things First, Measuring What Matters protocol to collect data regarding school-wide engagement, alignment and rigor in accordance with the common core standards. At a minimum, monthly meetings will be held to dialogue regarding observations. Data walls will be created to monitor and report achievement growth by classroom and subject matter.
- 6) Regular attendance will be taken at all meetings and professional development sessions to ensure staff are receiving necessary information to meet objectives.
- 7) Assessment, Data and Intervention Director, Curriculum Coaches, Counselors and Tier II & III teachers will meet bi-weekly to review progress monitoring data and make intervention recommendations. Meeting minutes will be taken and distributed to the appropriate stakeholders.
- 8) Regular monitoring meetings will take place with an established leadership team made up of:
 - Assistant Superintendent for Curriculum and Instruction
 - Lincoln Middle School Principal
 - Lincoln Middle School Assistant Principal
 - Lincoln Elementary School Principal
 - Data, Assessment and Intervention Director
 - Director of Special Education
 - Teacher Union President / Representative
 - Lincoln Middle School Core Academic Teachers
 - Lincoln High School Ninth Grade Teachers

This group also served as members of the planning committee who worked very hard to plan the framework for this SIG application.

To ensure that students have an opportunity to become vested in the process, focus groups were held with 6th, 7th, and 8th grade students the week of October 11th. Renee Burch, Parent and Community Involvement Coordinator met with representative groups of students to ask the following questions:

1. "What do you like about Lincoln Middle School?"
2. "What would you like to see changed at Lincoln Middle School?"
3. "What at Lincoln Middle School could make you a better student?"
4. "What would you tell a friend who attends another school about Lincoln Middle School?"

5. "Do you feel that you will be prepared for high school?" "Why"

The main responses to the questions were analyzed by Ms. Burch who then made the following generalizations from the student answers:

- ❖ Seventh grade students feel that school is difficult, while sixth and eighth grade students are satisfied with their curriculum.
- ❖ Most students feel prepared for high school and plan to attend college.
- ❖ Students want to have enrichment programs after school that might include cheerleading, chess, gymnastics, hip-hop, etc.
- ❖ Students tell their friends that their teachers care about them.

As a result, the following recommendations are being included in the School Improvement Grant application:

Extended day programs that will include help for core academics as well as enrichment activities.

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

A review of MEAP data has played an essential role in mobilizing Lincoln Middle School stakeholders to commit to fundamental changes in practice and structure pertaining to increasing our students' success. The 2007, 2008 and 2009 MEAP scores demonstrate a need in all areas of learning. From 2007 to 2008 grade 8 reading scores decreased by 9 points to 65%. In 2009, the scores increased by 7 points but failed to reach the 72% proficiency level that was achieved in 2007. The 2009 assessment information revealed that grade 8 math scores decreased 23 points with a score of 47% proficient. In 2007, grade 8 math scores were at 56%.

Grade 7 scores in reading and math showed marginal improvement over the three year period from 2007 to 2009. The reading scores increased seven points between 2007 and 2008 and eight points from 2008 to 2009. Increases in math were 7 points between 2007 and 2008 and 9 points between 2008 and 2009. The increase in grades 7 scores are at a rate lower than what is necessary to improve student achievement to the point that students will be able to master the rigor of the high school Michigan Merit Curriculum.

Lincoln Middle School - Three Year MEAP Achievement

8 th Grade	2009	2009	2008	2008	2007	2007
	Reading	Math	Reading	Math	Reading	Math
All	67	47	61	73	72	56
Male	64	53	61	78	69	55
Female	70	40	60	68	75	57
Asian	73	64	65	71	79	86
Black	65	29	53	65	67	40
White	69	63	66	81	75	64
Econ Dis	64	45	59	73	69	55
ELL	< 30	< 30	<30	<30	50	70
Special Ed	26	10	22	48	42	3

7 th Grade	2009	2009	2008	2008	2007	2007
	Reading	Math	Reading	Math	Reading	Math
All	65	68	57	59	54	62
Male	65	70	55	60	50	59
Female	66	65	59	58	58	66
Asian	69	69	69	75	47	79
Black	57	63	50	48	41	51
White	73	72	62	66	62	66
Econ Dis	65	67	54	55	49	60
ELL	<30	<30	<30	<40	33	61
Special Ed	37	35	22	22	26	31

6 th Grade	2009	2009	2008	2008	2007	2007
	Reading	Math	Reading	Math	Reading	Math
All	76	62	74	60	66	57

Male	70	59	71	64	65	58
Female	81	65	77	55	67	57
Asian	88	93	80	71	67	67
Black	68	44	61	51	57	35
White	79	71	80	63	69	65
Econ Dis	75	61	71	57	52	53
ELL	<30	<30	<30	<30	66	58
Special Ed	61	23	36	32	37	21

When reviewing sub-group data, the performance of grade 8 special education students decreased significantly in mathematics with a 38% drop from 2008 to 2009. There was a 4% increase in reading for the same period. From 2008 to 2009, students improved in reading at a rate of 6% and 5% growth took place in the area of mathematics. Seventh grade scores of students with disabilities increased 15% in reading and 12% in math from 2008 to 2009. Scores went down in both areas from 2007 to 2008.

Student needs in terms of instruction and support are met on a long continuum of services. Successful schools have effective screening in place and monitor progress on a regular basis to ensure that students receive effective intervention that goes beyond the typical instructional program (Elliot and Fuchs, 1997). Additionally, the interventions must be aligned with the content being taught, provide reliable and valid information on student progress, and provide timely, usable data that are accessible by teachers and administrators.

Research shows that support for special education students in the least restrictive environment using evidence based instructional strategies to help students to be successful in the general education classroom improves achievement for all students. Collaboration between special education and general education teachers provide support for students with disabilities. The goal at Lincoln Middle School for the 2010 – 2011 school year is to build consensus among stakeholders regarding the importance of high quality, research-based instruction, collaboration between special education teachers and general education teachers with special education students having access to the general education curriculum. To improve achievement of special education teachers a model for co-teaching has been put into place for grade 7 English Language Arts. Student achievement data will be monitored throughout the current school year to compare the achievement of special education in the co-teaching program with those who are not in a co-teaching model.

Data indicates there are three major areas that need to be addressed in regard to underachieving students.

1. Special Education Students are significantly performing below general education students.
2. Despite the fact that black students are increasing in their rate of proficiency, they still underperform white students in reading and mathematics.
3. Black special education students are underperforming all students as well as the other sub groups within the school.

Causes for the Gap in Performance for Students with Disabilities:

Students with disabilities are underachieving as compared to students without disabilities in the area of reading and mathematics. Lincoln Middle School stakeholders have studied this process data and have determined the following factors that are contributing to the achievement gap between special education and general education students.

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- A deficiency in professional development opportunities for general education teachers to develop skills in teaching special education students.
- Special Education students being taught in traditional self contained programs versus general education classrooms.
- General Education teachers lack the skills to meet the needs of special education students within a co-teaching model.
- A lack of core content and vocabulary for each grade level and content area.

Causes for the Gap in Performance for Black Students:

Black students are underachieving as compared to white students in the area of reading and mathematics. Lincoln Middle School stakeholders have studied this process data and have determined the following factors that are contributing to the achievement gap between black and white students.

- High poverty rate which requires adults in the school to provide strategies that aid and assist in building background knowledge and experiences that are critical to learning.
- Change in demographics of community as indicated by enrollment trends for ethnic groups.
- Teachers are deficient in the development of skills related to working with students living in poverty.
- Low reading levels, as measured by Northwest Evaluation Association assessment. New students entering the sixth, seventh, or eighth grade may be reading three or more grades below their current placement.
- A lack of core content and vocabulary for each grade level and subject area.

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Van Dyke Public Schools has recently adopted a Data Management System called Data Director in cooperation with the Macomb Intermediate School District. Since its adoption, building data teams have attended trainings to understand its usage and applications. The ISD has committed to assist the district in uploading standardized testing results into the database, in addition to assisting with some common testing assessments. Teachers have begun developing common assessments that could be placed into Data Director to provide a greater depth to understanding the ability of students to meet the grade level content

expectations as they align with the Common Core Standards. (Two Lincoln Middle School teachers attended common core training in October, 2010.) In order to provide a more complete picture of our students, Van Dyke Public Schools participated in a pilot program that brought Powerschool (Student Management Software) to the middle school. Powerschool and Data Director work collaboratively to assist staff in attaining a complete data picture of our students.

Over the last year of implementing strategies for intervention to improve student achievement, staff members began discussing the need to build a Response to Intervention model. A group of staff members attended training for development of RTI at the secondary school level provided by the MISD. Since that time, further steps were determined by the group which included establishing a testing protocol and researched-based, best practice strategies for each tier in mathematics, reading and writing. Staff members have researched many testing programs that could provide staff with some baseline data for educational placement. While researching available programs, staff focused on a testing protocol that would also include progress monitoring in order to provide additional data to make instructional decisions. As is reflected in the school improvement plan, teachers have dedicated a great deal of time and effort to ensuring that strategies chosen are research-based so that staff can ensure the likelihood of meeting short and long-term goals.

Lincoln Middle School teachers participated in formative assessment training during the 2007 – 2008 school year. The training was provided as a result of an Enhancing Educational Technology grant awarded from the Michigan Department of Education. The grant was a collaboration between the Fitzgerald Public Schools, Van Dyke Public Schools and the MISD. A cadre of teachers received formative assessment training throughout the school year and also received technology equipment including a scanner to assist with providing a foundation for analysis of data from formative assessments. The training and initial equipment provided an opportunity to provide baseline knowledge for using the Data Director program at Lincoln Middle School. Unfortunately, the teacher leader who provided guidance and direction to this program is no longer employed with the school district. Out of twelve teachers originally trained in the formative assessment program six are still assigned to Lincoln Middle School. These teachers lead professional learning communities with data analysis and provide in-school professional development as a means to inform instruction. A seventh grade English Language Arts teacher was recently trained by the MISD as a formative assessment coach. She is in the process of developing a coaching schedule to be implemented beginning in November, 2010.

In August, 2010, the Van Dyke Public Schools Board of Education saw the need to appoint an administrator to the position of Data, Assessment, and Intervention Director. The duties of this individual include the establishment of a data team at all schools within the district. The Lincoln Middle School team has been established and includes 3 sixth, 3 seventh, and 3 eighth grade teachers. Two-thirds are general education teachers and 1/3 are special education teachers. Additionally, sixth grade teacher, Mr. Rabine is a member of the district data team that is in place at the direction of the Data, Assessment, and Intervention Director.

The implementation of NWEA testing for reading, language, and mathematics is providing achievement data to provide benchmark information on each Lincoln Middle School student. The results of the assessments are being reviewed in terms of placing students in the appropriate interventions. NWEA testing will take place four times this school year and will be analyzed by the RTI team to implement the interventions outlined in this application.

The *No Child Left Behind Act of 2001*, which reauthorized the Elementary and Secondary Education Act, calls for the use of "scientifically based research" as the foundation for many education programs and for classroom instruction (www.ed.gov/nclb). In early 2002, Assistant Secretary for Elementary and

Secondary Education, Susan Neuman discussed the meaning of scientifically based research and its status across various disciplines.

Research conducted in 2002 provided the following conclusions:

1. Scientific credibility in educational research should not be different from scientific credibility in medical research.
2. A peer review process must be integrated into scientific inquiry for education.
3. Scientific inquiry in education is not cheap. An experiment that assigns schools to whole-school reform programs is a large-scale enterprise. The fraction of educational spending that goes to research is small when compared to the fraction of the health care budget that goes to health research. It is difficult to imagine how the educational research enterprise, including high-level peer review, can improve without additional funding.
4. Scientific research in education takes many forms: large-scale surveys, small-scale qualitative inquiry, and experimental or non-experimental evaluations of new programs. All research must be based on actual evidence relating to the impact of educational interventions on student achievement.
5. The educational field must find new opportunities for conducting experiments to collect and analyze data. Action research may help this area.
6. It is important to keep evidence based education realistic and introduced to educators in a systematic way to avoid cynicism and a decline in support for research.
7. Many people think they know how to reform education. People have been in school and believe they know what works. It is important for the public to realize that each is a demanding and complex activity, and organizing schools to support good instruction is extremely challenging.

Van Dyke Public Schools teachers have been participating in the MISD Facilitator for School Improvement program for the past two years. Participation in this program has provided teachers and administrators with information relating to requirements for school improvement from the Michigan School Improvement Framework. In strand I, Teaching for Learning exemplary schools demonstrate that the school has a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge. Furthermore, school districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge. Lincoln Middle School, school improvement chairpersons have included scientific research in the plan submitted to AdvancEd in August, 2010.

Van Dyke Public Schools administrators and school improvement teams have included scientific research in their School Improvement Plans submitted to AdvancEd in August, 2010. The scientific strategies outlined in the current Lincoln Middle School plan include: "Research-based strategies for increasing student achievement" (Marzano, 2001), "Classroom Assessment for Learning" (Stiggins, 2002), and "Professional Learning Communities," (DuFour, 1998).

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

Collaboration is the cornerstone to the Lincoln Middle School reform initiative. School district administrators began studying professional learning communities during the 2005 – 2006 school year. In 2007, some administrators attended a Professional Learning Community (PLC) Summit and learned about the work of Dr. Rick DuFour, Dr. Becky DuFour, and Dr. Robert Eaker and the "big ideas" that provide a foundation for PLCs. The "big ideas" include:

- Ensuring That Students Learn
- Establishing a Collaborative Culture
- Focusing on Results

Subsequently, school teams attended a PLC Summit in 2008 where teachers and principals could continue to learn the tenets behind professional learning communities. Staff members were able to develop a deeper understanding of the following tenets:

1. Collective inquiry
2. Shared values and vision,
3. Supportive conditions / culture
4. Shared Leadership
5. Data decision making
6. Time for teacher / staff collaboration
7. Pyramid of Interventions

As Van Dyke Public Schools moved forward to implement professional learning communities at each school, principals were encouraged to use staff meeting for professional learning purposes. This was the beginning of a cultural shift moving away from meeting to attend to operational needs to a time for collaboration. During the 2008 – 2009 school year, the district implemented seven PLC half days as part of the school calendar where students were released so that teachers could meet in professional learning communities. The PLC program in coordination with the Van Dyke Public Schools teacher leadership series provided an opportunity for PLCs to grow at Lincoln Middle School. Teachers were able to implement a system where teachers were able to talk about the results of data and how it could be used to inform instruction to improve academic achievement for all students. From October, 2009 to February, 2010, students were released seventy-five minutes early on a weekly basis for teachers to meet in professional learning communities. Unfortunately, the general fund budget could not afford this program which had to be eliminated. The 2010 – 2011 calendar does include eight half days and one full day for teachers to meet in PLCs.

As part of the transformation model, weekly after school PLC (professional development) time will be provided for ninety minutes weekly during the 2011 – 2012 school year if the SIG application is funded. In addition, scheduling for common planning time across departments and grades will be a priority for the 2011 – 2012 school year.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

Van Dyke Public Schools is a small district that relies on the assistance and expertise of the entire Macomb County community. The District's close ties to the Macomb Intermediate School District have allowed the high school to make a quick transition to a results orientation while providing instructional support for content area teachers. Lincoln Middle School staff members are quick to comment that the Professional Development provided by the MISD has made them a better teacher and rely on the consultants' expertise when considering new strategies. Additionally, Van Dyke Public Schools has developed many partnerships with community organizations to ensure that our students and parents have the support and services they need. Conversations with these organizations provide Lincoln Middle School staff greater insight into the barriers that our students face that interfere with their ability to focus on their educational success. Finally, the parents in our community play a critical role for improving the rate of educational success within Lincoln Middle School. Multiple events throughout the school year invite parents in to discuss the educational process and their students' achievement. As recently as September 28th, the Lincoln Middle School principal held a breakfast meeting with parents to get their input into the School Improvement Grant. The main points that were discussed included the background of the persistently low performing schools and the opportunities to select a reform model and the School Improvement Grant. Parents were asked for their input which included: more family based activities, community service

opportunities for their children, programs to reduce bullying, and added opportunities for tutoring. Lincoln Middle School has a strong partnership with the Leaps and Bounds organization. Leaps and Bounds is located within walking distance to Lincoln Middle School. The community based program provides opportunities for families to acquire skills in everything from budgeting to parenting. Tutoring programs are held twice a week, on Tuesday and Friday evenings. The Lincoln Middle School social worker is the liaison to the Leaps and Bounds staff and works together with the youth programming coordinator for the organization. This individual is present at many Lincoln Middle School parent and family programs to promote their programs. Counselors receive regular reports from the youth programming coordinator regarding the progress students are making with their tutoring.

The principal has also established a strong working relationship with United Way. The Director of United Way for Southeastern Michigan can be seen at Lincoln Middle School on a regular basis. This partnership has provided community service programs at the school including the improvement of grounds and painting of murals that promote peace, unity, and graduation. This opportunity also brought employees of Panera Bread into the school to provide assistance and support. Plans are being made with Panera and United Way to continue this program for the 2010 – 2011 school year.

A major strength that began in February, 2009 and ran through October, 2009 was a partnership with the Macomb County Probate Courts. This grant funded program provided a student activities facilitator at the school to work with at risk students. This individual worked with approximately thirty male students and their families with a goal of lowering referrals to the courts. The program was not in place due to funding last year but has been re-established for the 2010 – 2011 school year beginning in November and includes an additional staff member who is a licensed therapist who will work with students and families to change behavior. The activities facilitator will provide field trip programs for these students to Macomb County Community College and Michigan State University. These field trips were done when the program was originally funded in 2009. The activities coordinator will also work with the graduation coach at Lincoln High School to establish shared programs for students in grade 7, 8, and 9. Dr. Patterson Terry, Court Officer from the Macomb County Juvenile Court system is the liaison between the school and the court.

In April 2010, the principal established an after school credit recovery program for grade 7 and 8 students who were failing classes. An after school program was developed in coordination with the Workforce Investment Act (WIA) program that is offered at Lincoln High School. Student workers and WIA facilitators tutored students in the core academic areas after school from April to June. The program was repeated from July 7th to August 12th for students in grade 6, 7, and 8. A required parent component was put in place for the summer program.

A Parent Teacher Organization (PTO) has been in place at Lincoln Middle School for a number of years. The overarching goal for the PTO is to provide support to the academic and enrichment program at LMS. Mrs. Charlene Johnson-el is the President and is currently working to start a PTO program at Lincoln High School. This group will do shared work to support students with academic and enrichment programs at both schools. The parent involvement program at LMS is based on the framework listed below (Epstein, 2001):

1. Parenting
2. Communicating
3. Volunteering
4. Learning at Home
5. Decision Making
6. Collaborating with the Community

The transition from middle school to high school is a critical point in a student's academic success. Research indicates that it is during this time that students become disengaged and there is a decline in grades, motivation, and attendance. Lincoln Middle School counselors, administrators, social workers, and intervention teachers have worked together to develop an early warning system to identify students at risk of dropping out. Research by the Criminal Justice Institute indicates that the following middle school characteristics may contribute to dropping out of high school:

- Course Failure
- Attendance Issues
- Behavior Problems
- Older than Grade Level
- Family Structure
- Race
- Special Education
- Student Motivation

A very popular program at Lincoln Middle School is the Career Technical Education (CTE) manufacturing class. CTE teachers at Lincoln High School and Lincoln Middle School are currently working to reformat manufacturing classes to include STEM components. These teachers have formed a close working relationship with Macomb Community College instructors to ensure that this reformatted course provides the elements that students will need to have 21st century college and job readiness skills.

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

Replace Principal

Lincoln Middle School has selected the transformation model to implement a structure form improvement. The current principal has done a very good job to create a positive culture for change and has laid a strong foundation for increased student achievement. A new principal will be hired to provide leadership to the transformation model for the 2011 – 2012 school year. The new principal will have a proven track record of working to implement tiered interventions, data analysis, curriculum development, differentiated instruction, parent and community involvement, and professional development. This individual will be able to motivate teams and work to develop a collaborative culture that has a laser-like focus on student achievement. The principal must also work to increase capacity for professional learning among all staff members. He / she will have strong problem solving skills and understand the importance of listening and processing feedback from staff. The principal will also be required to ensure that progress monitoring is administered regularly with follow up decisions based on the data provided by the monitoring. Above all, the principal must be able to withstand the pressure that is inherent in a position of turnaround specialist. The timeline for posting the position will be in May, 2011 with a start date of August, 2011. Competencies of a turnaround leader will provide a strong foundation of skills that will ensure the transformation is successful (Public Impact, 2008; www.centerforcsri.org). These competencies include:

- Driving for Results – The turnaround leader's strong desire to achieve outstanding results and the task oriented actions for success.
- Influencing for Results – Motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but must also rely on the work of others.
- Problem Solving – Including analysis of data to inform decisions; making clear, logical plans that people can follow; and ensuring a strong between school learning goals and classroom activity.
- Showing Confidence to Learn – Staying visibly focused, committed, and self assured despite the barrage of personal attacks common during turnarounds.

Develop and Increase Teacher and Leader Effectiveness

Research indicates that teachers have the greatest potential to influence children's education. "The major research finding is that student achievement is related to teacher competence in teaching," (Kemp and Hall, 1992). Evidence from teacher-effectiveness studies illustrates that student engagement in learning should be valued above curriculum plans and materials. Research on teacher effectiveness continues to yield a wealth of understanding about the added value that teacher ability has in relationship to student growth.

It is widely known that teacher effectiveness is the single most important school-based factor in student success. Students who have highly effective teachers for three years in a row will score 50 percentile points higher on achievement tests than students who have less effective teachers three years in a row (Sanders & Rivers, 1996). Additionally, recent research indicates that assigning great teachers five years in a row to a class of disadvantaged children could close the achievement gap between these students and their more privileged peers (Hanushek, Kain, O'Brien, & Rivkin, 2005). Currently, the odds that a disadvantaged child will be assigned a great teacher five years running are 1 in 17,000 (Walsh, 2007).

Van Dyke Public Schools strives to attract and retain highly qualified staff. Principals work diligently to ensure that opportunities for on-going improvement for new and veteran staff members are available to

ensure high quality instruction for all students. Research indicates that to maximize student achievement, schools in an area of high academic need require the best prepared teachers (Barton, 2003). Historically, Van Dyke Public Schools has offered a higher starting salary to teachers who have specialized expertise or significant experience. In the summer of 2010, sixteen Van Dyke Public Schools teachers were hired in at a rate higher than starting level due to prior experience and qualifications. It is a district philosophy to have the most professionally trained staff available to provide the highest quality instruction possible. To ensure that teachers have every opportunity to acquire updated instructional skills, teachers are regularly paid stipends during the summer, after school, or on weekends. These stipends validate the time and expertise of teachers and provide incentive for retention. During the summer of 2010, 151 Van Dyke Public Schools teachers earned stipends for additional training. These opportunities aid in retaining staff.

In a study funded by the Lydhurst Foundation in 2001, Public Education Foundation identified a core group of ninety-two highly effective teachers from forty-two elementary and middle schools whose students made exceptional, measurable progress over several years. The teaching practices and professional and personal characteristics of forty-nine teacher's studies determined what effective teachers do to promote learning in reading and mathematics. The study identified the following teacher traits: demonstrated high expectations for student learning, provided clear and focused instruction; monitored student learning progress, provided alternative strategies in re-teaching when children didn't learn, provided incentives and intrinsic rewards to promote learning, demonstrated highly efficient and consistent practices in their classroom routines, expected high standards for classroom behavior; and demonstrated excellent personal interactions with their students.

In an effort to aid and assist teachers to increase their effectiveness in implementing standards that are in alignment with the recently adopted common core, instructional coaches have been working hand in hand with teachers to ensure the highest quality instruction is provided to students. A literacy coach began working twice a week with Lincoln Middle School teachers for the 2009 – 2010 school year. The work of the coach was expanded to four days a week during the 2010 – 2011 school year. The coach has been working side by side with teachers to deliver in-class professional development to teachers. Staff members are learning innovative strategies that are designed to improve achievement in reading and writing. The coach models lessons in all classrooms and gradually releases her role as teachers begin working to incorporate these achievement proven strategies on a regular basis. The school improvement grant will provide an opportunity for the district to hire a math coach who will provide the same services. The Van Dyke Public Schools assessment, data, and intervention specialist will work closely with teachers and instructional coaches to ensure that achievement, demographic, perception and process data is used regularly to inform instruction.

To further develop teachers as leaders, teachers will be encouraged to participate in the Van Dyke Public Schools "Teacher Leadership" program. Increasing teacher leadership has been a district priority for the past three years. The district program is aligned with the practices that serve as the foundation for the Galileo Teacher Leadership Institute. The Galileo Leadership Institute is based on the concept of "servant leadership" (Greenleaf, 1970) and is funded in part by the W.K. Kellogg Foundation. Evaluation studies of the Galileo Leadership Academy indicate that more than 70% of the 265 Galileo teacher leaders have assumed leadership roles beyond their daily teaching responsibilities. Lincoln Middle School teachers participating in the Van Dyke Public Schools "Teacher Leadership" program will learn the fundamentals of action research which is a process of deep inquiry into one's practices in service of moving towards an envisioned future, aligned with values. Teacher participants will examine their own work and seek opportunities for improvement. As designers and stakeholders, they will work with colleagues to propose new courses of action that will help the Lincoln Middle School community to improve their practices at work (Riel, 2010). Two Lincoln Middle School teachers have participated in the formal Galileo program and nine Lincoln Middle School teachers have participated in the Van Dyke Teacher Leadership program.

The Lincoln Middle School principal and assistant principal will work continuously to increase their effectiveness in improving supervisor – teacher communication, instructional efficiency, and student learning. Building administrators will incorporate the "Big Four" (Pollack, 2007) into their daily observation and walk through practice. The "Big Four" includes:

1. Use a well articulated curriculum
2. Plan for delivery using research based strategies
3. Vary assessment
4. Give criterion based feedback

Van Dyke Public Schools will also work with the Macomb Intermediate School District (MISD) in an effort to increase the effectiveness of the building level administrative team. Principal / leadership coaches will work directly with administrators to build the capacity necessary to implement shared leadership, teacher collaboration, high expectations, data analysis and data decision making, differentiated instruction, response to intervention, and professional learning communities with the highest degree of fidelity possible. By the end of the first year of implementation successful turnaround leaders at Lincoln Middle School will be able to demonstrate the following competencies necessary for turnaround educators (Spencer and Spencer, 1993):

- Driving for results
- Solving problems
- Showing confidence
- Influence
- Teamwork and cooperation
- Team leadership
- Organizational commitment
- Communicating a compelling vision

Student Data is Included as a Significant Factor in Evaluation

Van Dyke Public Schools recently participated in the development of a process for annual teacher evaluation which includes student data as a significant factor in teacher evaluation. To track student achievement over time, schools will have precise objective tools to use when measuring performance and providing teachers with meaningful feedback. Lincoln Middle School administrators are ready to embrace high quality information designed to improve student achievement. At the same time, assurances are necessary to ensure that evaluation is fair and accurate. Many types of evidence are available for review in regard to using student data as a significant factor in evaluation. Evidence can include but is not limited to: MEAP / MME Scale Scores, MLPP scores, common assessments, standardized test results, student performance products, project based learning, IEP goals, MI-Access, portfolios, parent reports, analysis of teacher assignments, teacher leadership participation, and mentoring. At a very minimum, all teachers will be evaluated annually, more frequent evaluations should take place for teachers who may be underperforming (Mathers, Oliva, and Laine, 2008). The evaluation process will enable opportunities for instructional improvement for teachers who are challenged in certain areas to receive immediate and collaborative assistance for improvement.

The Macomb County work group consisted of representatives from district administration and Michigan Education Association / Michigan Federation of Teachers affiliates. Van Dyke Public Schools had representation on this work group. The participants agreed that:

1. All teachers shall be evaluated annually and shall be provided timely and constructive feedback.
2. The current collective bargaining agreement (for the local district) and the Michigan Teacher Tenure Act shall govern the evaluation format and process for probationary teachers, tenure teachers on an IDP and tenure teachers subject to an evaluation every third year. For the remaining tenure teachers, it may be determined locally to modify the existing evaluation processes and instruments for compliance with section 1240 of the Revised School Code.

3. Student growth data will be utilized as a significant factor as defined locally with consideration given to the Michigan Department of Education guidelines. The interpretation of student growth data will be consistent with the Michigan Teacher Tenure Act. See *Gantz v. Detroit Public Schools*. TTC 96 – 17 and *Sharkey v Oak Park School District*, TTC 74-41-R.
4. Student growth data measures, for the purpose of annual evaluation, will be developed with the involvement of the teacher and must include, but are not limited to, multiple assessments as outlined by the Macomb County workgroup.
5. Student growth data may be measured by growth/progress between the initial and the final student assessment.

Van Dyke Public Schools has met with the Paid Personnel of Van Dyke to establish a teacher and administrator evaluation system that takes into account data on student growth as well as other factors. Representatives from the Van Dyke Public Schools administration and PPVD served jointly on a performance based evaluation committee formed by the Macomb Intermediate School District. The goal of the committee was to work with representative school districts and employee unions in the development of a process to meet the requirements of MCL 380.1249 and 1250. The committee recommended that school districts bargain an annual evaluation format that would meet the requirements of the legislation and incorporate a “dashboard” of measurable assessments that could be used for evaluating probationary and tenured teachers. The committee reached an agreement in September which provided an opportunity for administration and PPVD to meet to negotiate an Memorandum of Understanding dated 11/4/10 (See Appendix A) providing for annual evaluation of all teachers and administrators during the 2010 – 2011 school year. The group also developed evaluation instruments that include criteria related to evaluation based on student growth in achievement (See Appendix A).

An additional Memorandum of Agreement was agreed upon on 11/1/10 (See Appendix A) to establish an agreement between the Board of Education and the PPVD for both parties to work collaboratively to study and develop an evaluation process which meets the requirements of MCL 380.1249 and 380.1250 requiring the implementation of new performance evaluation procedures and establishment of performance based compensation for teachers beginning for the 2011 – 2012 school year. (Revised 11/15/10)

It should be noted that school leadership is also subject to the requirements of annual evaluation. Van Dyke Public School administrators will be evaluated annually with student achievement data included in the evaluation process. Administrative evaluations are designed to provide opportunities for feedback to principals, supervisors, coordinators and other administrators. **Principals were informed of the evaluation process and that measures of student achievement as outlined in the school improvement plans would serve as the basis for their evaluation for the 2010 – 2011 school year. This meeting took place on October 7, 2010. (Revised 11/15/10)**

Reward School Leaders, Teachers, Staff who have Increased Student Achievement / Growth and Graduation Rates

The Van Dyke Public Schools Board of Education approved a Memorandum of Understanding to provide a performance based incentive / merit pay to Lincoln Middle School teachers who increase proficiency in math and reading by 10% on the fall 2010 MEAP test administered in October. The Memorandum of Agreement was approved November 8, 2010. (See Appendix B) (Revised 11/15/10)

Remove Leaders and Staff who have not Increased Student Achievement

Enhancing the quality of instruction is a key to school improvement. Effective teachers have high expectations for all students and help students learn as measured by value added or other measures. They contribute to positive attitudinal and social outcomes, for students such as: attendance, on time promotion to the next grade, on time graduation, self efficacy, and cooperative behavior. Effective teachers use diverse resources to plan and structure engaging learning opportunities, monitor student progress, adapt instruction as needed, and evaluate learning using multiple sources of evidence. Teachers also contribute to the development of classrooms and schools that value diversity and civic mindedness. They collaborate with peers, administrator, parents, and educational professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure (Goe, Bell, and Little, 2008). Lincoln Middle School teachers are committed to excellence in education and make every effort to positively impact student achievement.

In September 2009, Lincoln Middle School administrators implemented the Research and Reform in Education (IRRE) "Measuring What Matters" (MWM) protocol. Using hand held technology, administrators observed teaching in action and recorded data on IRRE's Engagement, Alignment and Rigor (EAR) classroom visit protocol. The twenty minute MWM visits provided the opportunity to record data which became the basis for reports to teachers that provide information about:

- Levels of student engagement
- Alignment of content with state standards
- Relevance of learning assessments to state testing
- Rigor of content and teaching methods experienced by all students

The reports describe classroom instruction at the department, course, grade, and other levels. All participants learned how to identify and use evidence of exemplary and underdeveloped practice to improve instruction among all teachers. Follow-up communication with staff members is built into the process and forms the basis for professional conversations regarding the effectiveness of classroom instruction. This feedback provides opportunities for reflection so that staff members have every opportunity to improve their classroom effectiveness. The MWM framework mandates a minimum of eight classroom visits to provide adequate reliability.

Van Dyke Public Schools and the Professional Personnel of Van Dyke (PPVD) have entered into a memorandum of agreement regarding the MWM process. Should concerns exist about leaders and staff who are not able to correlate their teaching to increased student achievement standards, opportunities for improvement through the creation and execution of a comprehensive evaluation and possible Individual Development Plan (IDP) will take place. Teachers who have on-going problems after an IDP is implemented would be dealt with in accordance with the employee contract and the Michigan Teacher Tenure Act leading up to possible removal.

In a recent study, "The Widget Effect, Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness," The New Teacher Project (2009) called for four recommendations to improve teacher evaluation systems which include:

1. Adopt comprehensive teacher evaluation system that fairly, accurately, and credibly differentiates teachers based on their effectiveness in promoting student achievement.
2. Train administrators and other evaluators in the teacher performance evaluation system and hold them accountable for using it effectively.
3. Integrate the performance evaluation system with critical human capital policies and functions such as teacher assignment, professional development, compensation, retention, and dismissal.
4. Adopt dismissal policies that provide lower stakes options for ineffective teachers to exit the district and a system of due process that is fair but efficient.

Van Dyke Public Schools follows strict guidelines relating to teacher employment as outlined in the Michigan Teacher Tenure Act. Legislation mandates that during the Teacher's probationary period, an individual development plan must be in place. The plan is developed by the appropriate administrative personnel in consultation with the individual teacher and that the teacher is provided with at least an annual year end performance evaluation each year during the teacher's probationary period. The annual year end performance evaluation shall be based on, but is not limited to: (a) a minimum of two classroom observations held at least 60 days apart, unless a shorter interval between the 2 classroom observations mutually agreed upon by the teacher and administration; and (b) shall include at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan.

As a school district, Van Dyke Public Schools will continue to work with leaders and staff members through the established teacher and administrative evaluation process to address staff members who are not working to improve student achievement. In accordance with recently passed legislation, MCL 380.1249 (Performance Evaluation System), language to address the linkage of teacher evaluation to student growth must be part of the agreed upon contractual language. The law states that performance evaluation needs to establish clear approaches to measuring student growth and provide teachers and administrators with relevant data on that growth. In addition, the system evaluates job performance using multiple rating categories that take into account data as a significant factor.

In addition, legislation (MCL 380.1249) mandates the following in regard to performance evaluations:

“With the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that does all of the following:

- (a) Evaluates the teacher's or school administrator's job performance at least annually while providing timely and constructive feedback.
- (b) Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.
- (c) Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria.
- (d) Uses the evaluations, at a minimum, to inform decisions regarding all of the following:
 - (i) The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.
 - (ii) Promotion, retention, and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development.
 - (iii) Whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.

(iv) Removing ineffective tenured and untenured teachers and school administrators after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.”

In the event that a tenured teacher is performing unsatisfactorily, he/she will be placed on an Individual Development Plan that is developed by the appropriate administrative personnel in consultation with the individual teacher. In this case, the performance evaluation shall be based on, but is not limited to, at least 2 classroom observations conducted during the period covered by the evaluation and shall include an assessment of the teacher’s progress in meeting the goals of his or her individualized development plan. Teachers who continue to perform unsatisfactorily may face charges leading up to discharge or demotion of the teacher on continuing tenure as outlined in the Teacher Tenure Act.

The Michigan Department of Education mandates districts that accept funding for a School Improvement Grant must ensure the school is not required to accept a teacher without consent of the teacher and the principal, regardless of seniority. Van Dyke Public Schools and the PPVD are working together to meet this mandate. This mandate will be included in the study and development of a revised evaluation process.

Timeline: A Memorandum of Understanding between the VDPS administration and the PPVD dated 11/4/10 provides for the annual evaluation of teachers based on measurable student growth in achievement for teachers for the 2010 – 2011 school year.

An additional Memorandum of Understanding dated 11/1/10 provides for the establishment of a joint committee that will work to study and develop an evaluation process which meets the requirements of MCL 380.1249 and 380.1250 requiring the implementation of new performance evaluation procedures and establishment of performance based compensation for all Van Dyke teachers. The committee will begin working together beginning in November 2011. (See Appendix A) Revised 11/15/10

Provide On-going High Quality Job Embedded Professional Development

The National Staff Development Council’s Standard for Staff Development (2001) calls for quality professional development to be standards based, results driven, and job embedded. Job embedded professional development is teacher learning that is grounded in day to day teaching practice and is designed to enhance teacher’s content specific instructional practices with the intent to improve student achievement. It is primarily classroom based and is integrated into the regular workday. Job embedded professional development makes a direct application / connection between learning and application in practice and may include:

- Action Research
- Case Discussions
- Coaching
- Critical Friends Group
- Data Teams / Assessment Development
- Examining Student Work
- Implementing Professional Growth / Learning Plans
- Lesson Study
- Mentoring
- Portfolios
- Professional Learning Communities
- Study Groups

Similar to students as learners, teachers benefit from having many opportunities to learn. These opportunities are only successful when school districts make time, space, structures, and support teacher learning. Job embedded professional development is most successful when it is aligned with the school curriculum, state standards, and assessment of learning and is structured in a manner that addresses the particular needs of the school.

Specific professional development topics that must be priorities for Lincoln Middle School include:

Differentiated Instruction

Response to Intervention

Adaptive Schools

Comprehensive Data Analysis / Data Informed Decision Making

Co-teaching

Culturally Responsive Teaching

Working with Black Males

To ensure that job embedded professional development is implemented with fidelity, weekly time will be built into the schedule for teachers to meet for professional development purposes. Additionally, Lincoln Middle School students will be released early one time per month so that teachers can meet in professional learning communities for half day sessions. To ensure that teachers implement what is learned through professional development opportunities, consultants from the Macomb Intermediate School District (MISD) will monitor how teachers use the skills they learn to ultimately increase student achievement. It is also noted that all professional development must be scientifically research based.

Specific professional development regarding differentiated instruction and response to intervention was presented to teachers prior to the beginning of the new school year with additional programs planned regularly throughout the school year. The goal will be to utilize differentiation within all classrooms to meet the wide range of learners. Teachers will be expected to have specific strategies for differentiation that are used daily in the classroom. Administrators are monitoring the progress of staff members using differentiation and are evaluating the depth of implementation.

An additional priority area is the implementation of a system wide Response to Intervention (RTI) program executed with fidelity and monitored to ensure that the needs of struggling students are met. A literacy coach is in place to assist with the development of a systemic RTI program at Lincoln Middle School. The coach will work hand in hand with the Director of Assessment, Data, and Intervention to review multiple data and develop support programs and strategies for implementation in classrooms. Through the School Improvement Grant, a mathematics coach will be added to provide assistance to teachers with-in classroom settings. The strategies that coaches will stress will incorporate the Mid-Continent Research for Education and Learning's nine instructional strategies for all core and non core classrooms (Marzano, Pickering, Pollock, 2001). The job embedded professional development (which is powerful according to recent research) provided by coaches will be collaborative and differentiated to meet the specific needs of teachers (Chambers, Lam, and Mahitivanichcha, 2008).

An area of improvement that is important to increase student achievement is to provide the least restrictive environment for special education students. To facilitate this opportunity it is necessary for special

education teachers to receive professional development opportunities that include co-teaching. Two Lincoln Middle School teachers attended professional development for co-teaching as part of the plan to provide more of an inclusion model for special education at Lincoln Middle School. The model is being implemented in seventh grade for the 2010 – 2011 school year.

In regard to English language learners (ELL), Van Dyke Public Schools employs a Bi-Lingual Coordinator who is responsible for providing relevant research to teachers regarding the best practice for working to improve student achievement for ELL students. The Bi-Lingual Coordinator meets typically with staff members to provide strategies and techniques that are considered the best practice for teachers who have ELL students mainstreamed in classes. The Macomb Intermediate School District provides professional development for teachers at all VDPS schools. The professional development takes place on an annual basis. A Newcomer's Center is in place to provide services to ELL students. Teachers can receive professional development services from MISD tutors who work in the Newcomer's Center.

Administrators regularly meet with teachers to determine the effectiveness of VDPS sustained, job embedded professional development. Administrators also use "Measuring What Matters" protocol to gather data that is useful in determining the extent to which professional development initiatives such as differentiated instruction are occurring within the classroom, grade level, and / or school. Through MWM visits with data being collected and stored in hand held computers, makes specific information available to teachers regarding the level of use of these initiatives and provides opportunities for deep discussions related to these topics. In addition, teachers will be surveyed at regular intervals for further opportunities to evaluate implementation.

Use Data to Identify and Implement Instructional Program

Effective school improvement processes are cyclical and continuous. Based on the work of W. Edwards Deming (Rinehart, 1993), the cycle contains four basic activities which include:

- ⇒ Plan – Develop a plan for improvement
- ⇒ Do – Implement the plan
- ⇒ Study – Evaluate the impact according to established criteria
- ⇒ Act – Adjust strategies to better meet criteria

As the gap between low performing and high performing students continue to grow and high stakes accountability become the norm, the need for accurate data systems has escalated. Data patterns reveal strengths and weaknesses in the educational system and ensure that decisions are made on evidence rather than opinion. Data collection must be a planned and purposeful process. Teachers, administrators and support staff members must understand how to effectively use achievement, demographic, perception, and process data to effectively inform instruction. Educators need to know how data intersects (Bernhardt, 2004) and must be highly skilled to understand what the data is telling them about their students. Having this level of expertise will enable teachers and administrators to use both summative and formative data to identify and implement meaningful and purposeful instructional programs that are vertically and horizontally aligned. This approach and use of data will ensure that evidence will drive instruction and provide opportunities for teachers to differentiate learning which will result in comprehensive instructional reform.

A number of data related activities must be routine as teachers and principals become prescriptive as they work to close critical achievement gaps. These activities include:

- Screening students for placement
- Using progress monitoring / formative assessment to determine curricular changes
- Interpreting annual performance data to identify areas of weakness
- Digging deep to identify trends across subgroups and developing interventions to address areas of need

The Director of Assessment, Data, and Intervention will support the work of teachers through a structured training and coaching model. Data teams will be developed to support the work of departments, small learning communities, and grade levels to:

1. Collect various data types
2. Analyze data patterns
3. Generate hypotheses
4. Develop S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, Time-bound) Goals
5. Design specific strategies
6. Link achievement, attendance, and behavior data to RTI
7. Evaluation
8. Recommendations

Furthermore, program evaluation will become the norm at Lincoln Middle School and will be executed on a regular basis. Stakeholders who will participate in the evaluation process will include: teachers, students, parents, and community members.

At the district level, there will be a systems approach for collecting, interpreting, and using data. Time will be allocated to develop structures for district schools and teachers to use data to alter instruction (Hamilton, Halverson, Jackson, Mandinach, Supovitz, and Wayman, 2009). This will provide opportunities to address vertical needs as well as grade level and department needs throughout the school district.

An approach that is being implemented during the 2010 – 2011 school year is an instructional data practice based on Japanese Lesson Study. This opportunity contains three core components: teacher observation by colleagues, critical analysis, and constructive feedback. These instructional practice data inform the teacher of strengths and weaknesses during lessons which can then be addressed and corrected in the next lesson. These study groups incorporate a five phase process that includes:

1. Debrief
2. Discuss the Focus Research Concept
3. Compare Research with Practice
4. Plan Collaboratively
5. Make an Assignment

Teachers plan lessons together and follow up with a debriefing after the lesson is taught. Participants will describe the lesson that was taught, report adjustments / modifications they made while teaching the lesson, and discuss how students responded. The next step is for the teachers to read and discuss a current focus research concept. Afterwards, they discuss how the research aligns with the instructional design of their current classroom practice. The follow up is to incorporate the focus research concept into their plan and then teach the lesson. This opportunity will align with the goals of the Van Dyke Public Schools Teacher Leadership program.

A Literacy Coach is in place at Lincoln Middle School. Part of her responsibility is to meet with teachers to discuss lesson goals, observe instruction, and debrief to analyze instructional data. This approach aligns with the Measuring What Matters program that has been instituted across the district to collect instructionally based data.

Administrators and curriculum leaders regularly conduct curriculum audits to determine the coherence of the curriculum and the level of fidelity that is taking place. The analysis includes the level of rigor, alignment, and engagement within the classroom setting. The Measuring What Matters (MWM) protocol

continuously addresses the curriculum alignment and implementation. Horizontal and vertical curriculum alignment meetings are regularly scheduled by the Office of Curriculum and Instruction. Follow-up with teachers is part of the process and affords teachers the opportunity to review achievement data related to formative, interim, and summative assessments.

Implement Financial Incentives or Career Growth or Flexible Work Conditions

The National Center for Teacher Quality's recent report on teacher leadership places emphasis on the fact that overall teachers are feeling restless, with nowhere to go but the principalship. Teaching is being viewed today as a flat profession. The question facing districts and states today is how to draw the most talented individuals to teach in schools and retain them to build a system of teachers who continually work to increase their professional capacity. Creating a plan for designing leadership roles is viewed as a promising practice at the federal and state levels. As outlined in the American Recovery and Reinvestment Act of 2008 to "A Blueprint for Reform": The Reauthorization of the Elementary and Secondary Act (U.S. Department of Education, 2010), the effectiveness of teachers and school leaders is a primary topic of conversation with the educational system.

Van Dyke Public Schools began a formalized teacher leadership program three years ago when the school district began working with the Galileo Teacher Leadership Institute. A partnership with Oakland University has enabled the school district to establish a voluntary teacher leadership program which began in the 2008 – 2009 school year. The goal the first year was to create an awareness of teacher leadership. The second year goal was to educate teachers in the "Adaptive Schools" framework. The upcoming 2010 – 2011 school year will provide Lincoln Middle School teachers with the opportunity to receive a financial incentive for participating in the teacher leadership program. Participating teachers will learn about "Action Research" and have the opportunity to submit an "Action Research" proposal for a project relating to a school initiative such as differentiated instruction or Response to Intervention (RTI). Teachers will submit proposals to a "Teacher Leadership" advisory council for approval. Requirements will include a project evaluation and presentation to the staff members participating in the 2010 – 2011 teacher leadership initiative. Through the Van Dyke Public Schools "Teacher Leadership" program, an incentive program will provide Lincoln Middle School the opportunity to retain staffs that possess skills built on best practice designed to meet the needs of the students at Lincoln Middle School. **Teacher leaders may apply to complete action research and receive a \$250 stipend funded through Title IIA. (Revised 11/15)**

Teacher career growth ladders often include such teacher leadership positions as mentor, coach, or specialist. Career growth ladders may also extend to non-teaching staff such as paraprofessionals and teacher assistants. The Van Dyke Teacher Leadership program is a "grow-your-own" program that is designed to encourage teachers to increase their capacity and ultimately their effectiveness in building systems to improve effectiveness throughout the school district. Currently there are six probationary teachers assigned to Lincoln Middle School. Each probationary teacher has a mentor who is paid a stipend to provide the new teachers with the support that is needed to help them to develop the skills necessary for success as they begin their career path in Van Dyke Public Schools. All probationary teachers and mentors are encouraged to participate in the Van Dyke Public Schools "Teacher Leadership" program.

Provide Increased Time for Learning

School reform ideas include increasing the amount of time students spend in school, reorganizing school schedules and extending the school year. Any restructuring of time must not only include

additional clock hours but also increase the time students actually engage in productive, academic learning (Silva, 2005).

An evidence based strategy that has proven powerful in many schools is to increase instructional time students spend in core subjects such as reading and math. Lincoln Middle School will alter the daily schedule for students needing additional support in reading and math by scheduling the students in extended periods for instruction. Research shows a correlation between extended classes and improved grades for students with below average skills (Nomi and Allensworth, 2005). Students enrolled in extended time courses will be those needing Tier II level Response to Intervention services.

Extended learning time to support student achievement in the core content areas will be implemented to give all Lincoln Middle School students an opportunity to learn at an increased cognitive level. Lincoln Middle School students will have the opportunity to enroll in a ninety minute after school class to receive additional instruction, complete courses, or recover classes they may have failed. Additionally, students will have the opportunity to enroll in support classes through the use of E-2020 on line program. A certified teacher will facilitate the learning opportunities for the students. Based on a one-hundred-seventy-nine day school year , there will be an additional two-hundred sixty eight hours of extended hours available for students through the after school program. Additionally, programs such as instrumental band and other enrichments will be scheduled for after school sessions. After school band began in October, 2010.

Research suggests that students who have great socio-academic needs experience significant learning loss during the summer months. Students from higher income areas tend to have greater access to camps, travel, and other enrichment activities (Pennington, 2006). It will be important that any extended year activities must be meaningful and purposeful rather than simply organize the school schedules by taking some units and lessons out of the regular school program and assigning it to summer. Beginning with the 2011 – 2012 school year students will participate in a “summer literacy and math boot camp.” The Knowledge is Power Program (KIPP) schools have reported increased academic achievement among their predominantly minority and urban students, using a lengthened school year and a mandatory four week summer school session (Pennington, 2006)The extended school year program to be implemented for Lincoln Middle School students will provide students with an opportunity to review key concepts relating to academic literacy and / or math, receive tutoring in areas of deficit, and set academic goals for the upcoming school year. A counselor will facilitate a twenty day, four hour per day program with assistance from core content area teachers. Students enrolling in the literacy or math boot camp will receive an additional sixty hours of instruction. The total amount of time for extended student learning by extending the school day and year will be three-hundred-twenty-eight hours of instruction. The goal of the program will for the new freshmen students to have a smoother transition to the rigor of the high school curriculum.

Teachers will have the opportunity to extend their own learning through weekly professional learning community meetings designed to help teachers develop and refine their skills using data, differentiating instruction, implementing RTI, co-teaching and improving and refining their instructional skills. Teachers will meet for ninety minutes, once a week throughout the duration of the 2011 – 2012 school year.

Provide On-going Mechanisms for Family and Community Engagement

The bundle of attitudes, habits, knowledge, and skills that children acquire through their relationship with their family that facilitates their learning is more predictive of academic learning than the family's socioeconomic status (Marzano, Pickering, 2001; Reading, 2000). Research continues to indicate that schools can improve their students' learning by engaging parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995, Henderson and Mapp, 2002; Patrikakou, Weissberg, Redding, and Walberg, 2005; Redding, 2000). A comprehensive family school partnership that addresses all six types of family involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Epstein, 1995). Lincoln Middle School has a site based parent / guardian council (Ambassador Program) that includes the principal, parent facilitator, social worker or counselor, parents of current students, and community members who meet regularly to address family and school relationships. The council was established in October, 2010. A priority of the group is to promote a positive culture within the school and to ensure a safe environment for all school stakeholders.

Van Dyke Public Schools employed a parent and family involvement coordinator for the four elementary schools in September, 2009. The position provides support to increase parent and family involvement in accordance with Title I requirements. The parent and family involvement coordinator position will be expanded to include Lincoln Middle School beginning with the 2011 – 2012 school year. The parent involvement coordinator will organize parent groups, invite parents and guardians to participate in the school improvement process, provide parent education classes, coordinate with community outreach agencies, use surveys to obtain parent perception data, and work with parents to ensure that students are performing on grade level and remain on-track for graduation. The parent involvement coordinator will provide teachers and staff with training to increase their capacity to work with all families and to reinforce the school's expectations of parents. The goal will be to include promoting strengths-based view of families for all stakeholders. Lincoln Middle School also has a strong working relationship with Leaps and Bounds program for social justice housed at Mt. Calvary Church in Warren, Michigan.

Critical to the success of each and every student is a strong home – school partnership. Lincoln Middle School students and Van Dyke Public Schools students and their families are often challenged by family circumstances that are not in control of the students. To provide a sufficient level of support for students, a family social worker will work with counselors to provide behavioral assessments to students and provide individual and family counseling. This initiative is being modeled after a one-year program that is sponsored by the Macomb County Juvenile Court system at Lincoln Middle School and implemented for the current school year. Van Dyke families often do not have access to mental health services and are unable to travel to attend regular appointments. Having these services available in their neighborhood at the Lincoln Middle School Family Resource Center will ensure that the students and their families receive the services they need. The services rendered through the Lincoln Middle School Family Resource Center will be provided after regular school hours from 3:00 pm to 8:00 pm, Monday through Thursday. Additionally, the social worker will provide support to the Lincoln Middle School Positive Behavior Support (PBS) and Response to Intervention (RTI) programs.

Teachers will also have the opportunity to make decisions relating to increased rigor through course adoptions that include advanced placement, STEM and dual enrollment offerings. In May 2010, Lincoln Middle School staff has met with the Haas Technical Education Center personnel to collaborate with university, community college, and high school instructors to learn how to incorporate STEM

opportunities for student into CTE courses at Lincoln High School. A follow-up meeting will take place in November, 2010.

Give the School Sufficient Operational Flexibility

To ensure the success of the Lincoln Middle School transformation, the building principal and staff will have every opportunity for involvement in staffing, calendar, budget, professional development, scheduling, and intervention programs in an effort to significantly improve student achievement. An example will be the assignment of paraprofessionals who will support struggling learners in math and English classes.

Staff members will be receiving “Adaptive Schools” training during the 2010 – 2011 school year. The goal is to ensure that teachers have a strong foundation of skills relating to working together as a team. This will provide them every opportunity to improve their work as a professional learning community and allow teachers to collaborate to create innovative programs to support struggling learners.

Teachers will also serve in a variety of leadership roles that will include such areas as RTI leader and team member, Data Director leader and team member, professional learning community coordinator, instructional learning council member, and student services facilitator. Teacher leaders will work hand in hand with building and district administration to ensure that program coordination is in place and on-going communication is embedded into daily practice.

- **Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.**

The Van Dyke Public Schools district calendar includes early release days that will be used by teachers for collaboration in professional learning communities. The outcome of all professional learning community meetings is to address data relating to student achievement. In addition, staff meeting time is used for professional learning community work rather than routine operational activities. Collaborative time is designated for teachers to work with one another to develop lessons that engage students and have a results orientation. It is the long-term goal for the school district to increase the amount of release time for teachers to ensure that all Van Dyke educators are working to keep each VDPS student on track for graduation.

- **Ensure that school receives ongoing, intensive Technical Assistance and related support from LEA, SEA, or designated external leader partner or organization.**

The following chart outlines the responsibilities of the adults participating in this project. In the chart, we have outlined the role of the Van Dyke Public Schools Board of Education, Central Office, Lincoln Middle School Staff, and Macomb ISD.

Board of Education	Central Office	Lincoln Middle School Staff	Macomb ISD
<ul style="list-style-type: none"> • Directs new & revised policy • Holds stakeholders accountable for success of transformation 	<ul style="list-style-type: none"> • Proposes policy changes to support transformation • Implements policy changes directed by 	<ul style="list-style-type: none"> • Implements the transformation • Leads from the front to execute transformation plan and holds the staff accountable • Directs changes 	<ul style="list-style-type: none"> • Serves in a support role • Provides specialist support (e.g. MISD has committed to providing math and ELA mentoring) • Provides professional

plan <ul style="list-style-type: none"> • Directs the allocation of transformation resources • Assists in obtaining additional resources to support transformation • Approves new hires to support transformation • Acts on any matter for the good of the district as the Board of Education sees fit 	Board of Education <ul style="list-style-type: none"> • Provides guidance to external providers • Monitors and guides Middle School leadership on key matters for transformation • Keeps the Board of Education advised of status of transformation • Supports procurement of resources both inside and outside of grant • Supports community relations – parent involvement matters • Assists with course design when required • Guides good news stories to press on transformation 	based on transformation progress <ul style="list-style-type: none"> • Directs the allocation of transformation resources • Teams with External Source Provider in plan execution and keeps Central Office Leadership and BOE apprised of progress • Monitors, evaluates and provides feedback to instructional staff regularly through the transformation period • Nominates instructional staff for improvement and / or possible dismissal when appropriate 	development support in areas of most need by our project <ul style="list-style-type: none"> • Assists with developing the coaching schedule • Provides coaching services as requested by the school • Provides content expertise as needed by the school
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- **Allow the school to be run under a new governance arrangement.**

The roles of adults in the school are being utilized to better meet the needs of students. The Lincoln Middle School principal is spending the majority of time working on instruction; while the counseling staff works with students and families to avoid truancy and tardiness. We have added the behavior – intervention specialist to work with student discipline and behavioral issues. In this way the district is changing the culture and changed the governance and responsibility of principal to the true instructional leader.

- **Implement a per pupil school based budget formula weighted based on student needs.**

The approach to the budget is to direct resources toward those who need it most, which is indeed, weighting the budget.

2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.
 - i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

Lincoln Middle School will work diligently to analyze data in its process to improve achievement for all students. Results from state assessments will be disaggregated by sub group to determine areas of strength as well as areas where there is the greatest challenge. In the area of English Language Arts, the special education subgroup typically has an impact on a gap in achievement. For the English Language Arts portion of the 2009 MEAP, 50% of special education students were not proficient and 50% were partially proficient. Lincoln Middle School had an overall rate of 72.88 % proficient in the area of English Language Arts.

A significant difference also exists between the LMS black population who are 35.30% proficient and 64.7% students who are not proficient. It should be noted that special education students who are black perform at even lower levels with a proficiency rate of 35.29% versus 64.71% performing below proficiency.

Staff members will use data as described above to analyze the specific achievement of sub-groups correlated to high school content expectations. Results of the NWEA, SRI and common assessments will be analyzed to the granular level to support the work of teachers as they differentiate instruction and implement Response to Intervention (RTI) programs and strategies. Teachers will be skilled at progress monitoring and will be supported by the data and intervention specialist and instructional coaches. Data boards will be used within the school so that teachers will know where a student is at any time in regard to achievement, behavior, and attendance with the goal of helping to support the student group that has the greatest need. Specific professional development will also be planned and presented by instructional coaches and Macomb Intermediate School District consultants to ensure that teachers are highly skilled in helping sub groups to improve to their fullest potential.

- ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

Lincoln Middle School will work with the Macomb Intermediate School District on the further implementation of the Data Director program by all teachers. Data Director was provided by the Macomb Intermediate School District beginning in January, 2008. Van Dyke Public Schools is using the program to address achievement issues at all schools. The degree of implementation ranges from high to low throughout the school district. Lincoln Middle School's use of Data Director has been low due to several factors including the loss of key personnel due to transfers. With the addition of an Assessment, Data and Intervention Director, there will be a specific staff member responsible for the formation of a data team and to coach data leaders at each grade level.

Teachers will input student assessment results into Data Director. The results in Data Director will indicate the mastery level of students on the grade level content expectations for each core course. Core teams will then have opportunities to meet as professional learning communities to analyze results and adjust instruction so that all students are able to master the content. Teachers will also have the opportunity to

review data and share vertically so that coherent curriculum alignment is in place at each grade level. A Lincoln Middle School grade six teacher will serve as the lead teacher and will also serve on the district data team.

Lincoln Middle School staff will use data from common formative and summative assessments, NWEA, SRI and MEAP. The data will be available using Data Director. The Michigan Data 4Student Success website will also be used so that teachers can dig deep when analyzing data to the subgroup level. Data meetings will be facilitated by the Assessment, Data, and Intervention Director and data team leader. Information will be shared with parents and guardians through the parent portal, regular progress reports, at parent conferences and other meetings. The Lincoln Middle School principal will distribute regular communications to parents, guardians and families including newsletters, calendar and website updates, progress reports, and other communications. The Assessment, Data, and Intervention Director will also create a “watch list” which will contain the names of students who are at high risk for failure. When a student name appears on the watch list, an individual meeting with the student and his / her parents organization will be arranged to ensure that the student is able to improve in any area of need.

Staff is fully aware that technology-based interventions have a significant positive effect on academic/academic-related outcomes of secondary school students; additionally technology based interventions are easy for students to use due to their familiarity with software and equipment (Dugan, 2006). Lincoln Middle School students are able to navigate multiple forms of technology for learning. Teachers continue to utilize technology on a regular basis and will be utilizing interactive whiteboards, data projectors, video streaming, and power point as new technology is installed in classrooms. Specific technology based interventions that are already in place include the utilization of Read 180 as a Tier II intervention, Bridges to Algebra has been used to support summer math remediation and E-2020, Compass Learning, Study Island, and Rosetta Stone are available to support students. These software programs provide optimal opportunities for teachers to monitor the achievement of students. Training for teachers is provided with each new implementation for technology based interventions.

Several technology based interventions are included as components of the School Improvement Grant application. These include:

- Bridges to Algebra
- Success Maker
- NWEA Assessments
- Accelerated Mathematics
- Read 180 / Scholastic Reading Inventory

Student progress on technology based interventions will be available through reports via the software programs and in Data Director. Teachers are participating in further data training and are being coached by consultants from the Macomb Intermediate School District. Teachers will use data reports to monitor each student’s progress and analyze the results. Parents will also be able to access regular reports relating to grades and attendance via PowerSchool (Parent Portal).

- iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

Using data from formative and summative assessments and MEAP, teachers will work with the Assessment, Data, and Intervention Director and instructional coaches to review data to ensure that curriculum, instruction, and assessment are in tight alignment. Sixth, seventh, and eighth grade

students will take the MEAP, NWEA, and SRI assessments. In professional learning communities, teachers will work together to adjust instruction by implementing classroom differentiation and response to intervention strategies. Teachers will share best practices that produce results as indicated by the results from multiple measurements. An instructional leadership team with representation from the core content and elective areas will meet twice a month to review progress and make recommendations for adjusting instruction to ensure that student achievement is increasing. Intervention teachers will be working regularly to review data and provide support for classroom teachers in the classroom, before and after school, and at lunch. A Saturday school will also be in place that is facilitated by intervention teachers and para-professionals one to two times per month.

- iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsdc.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

Lincoln Middle School and Van Dyke Public Schools work closely with the Macomb Intermediate School District to ensure that job embedded high quality professional development is available for all teachers. The professional development plan is in alignment for the context, process, and content standards as outlined by the National Staff Development Council so that staff development will improve learning for all students. These standards include:

Context Standards

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

The professional development plan for the 2011 – 2012 school year will focus on:

- *Differentiated Instruction*
 - Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
 - Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
 - Prepares educators to apply research to decision making. (Research-Based)
 - Uses learning strategies appropriate to the intended goal. (Design)
 - Applies knowledge about human learning and change. (Learning)
- *Response to Intervention*
 - Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
 - Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- *Adaptive Schools*
 - Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
 - Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
 - Requires resources to support adult learning and collaboration. (Resources)
 - Provides educators with the knowledge and skills to collaborate. (Collaboration)
- *Comprehensive Data Analysis / Data Informed Decision Making*
 - Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
 - Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- *Co-Teaching*
 - Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
 - Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
 - Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
 - Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
 - Requires resources to support adult learning and collaboration. (Resources)
 - Provides educators with the knowledge and skills to collaborate. (Collaboration)
- *Culturally Responsive Teaching*
 - Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
 - Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)
- *Common Core State Standards*
 - Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
 - Uses learning strategies appropriate to the intended goal. (Design)

LMS Professional Development 2011 - 2012

Topic	Activity	Presenter	Audience	Research
Differentiated Instruction	Implementing Differentiation in the Classroom	John McCarthy	Lincoln Middle School Teachers, Instructional Support	Tomlinson, C. A. (2003) pp. 153-4
Response to Intervention (RTI)	Response to Intervention Summer Institute	Macomb Intermediate School District	Lincoln Middle School RTI Team	Fuchs & Fuchs, 2006
Adaptive Schools	Adaptive Schools Training	Macomb Intermediate School District	Lincoln Middle School Teacher Leaders	Robert Garmston and Bruce Wellman, 2010
Data Director	Comprehensive Data Analysis	Macomb Intermediate School District	Lincoln Middle School, Data Team	Richard F. Elmore
Co-Teaching	Co-Teaching Training for General and Special Educators	Dr. Marilyn Friend	Lincoln Middle School Teachers	Friend and Cook, 2003
Cultural Diversity	Boys in Poverty	Macomb Intermediate School District	Lincoln Middle School Teachers	Payne and Slocumb, 2010
State Common Core	Common Core Standards Alignment with Michigan Curriculum	Macomb Intermediate School District	Lincoln Middle School Teachers, Instructional Coaches	Council of Chief State School Officers and National Governors Association for Best Practice
Coaching 101	Literacy and Math Coaching in Classrooms	Macomb Intermediate School District	Lincoln High School Teachers and Administrators	What Works Clearing House
Formative Assessment Process Model	Formative Assessment	Macomb Intermediate School District	Lincoln Middle School Teachers and Administrators	Black and Williams, 1998
School Based Coaching Strategies	Instructional Coaching	Macomb Intermediate School District	Lincoln Middle School Principal and Coaches	Michael Murphy, 2009; National Staff Development Council
Reading and Math	Tier II and III Reading and Math Interventions	Macomb Intermediate School District	Lincoln Middle School Teachers and Administrators	What Works Clearing House

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

Donn Tignanelli, Assistant Superintendent for Curriculum and Instruction; .30 FTE

Marcia Powell, Data and Intervention Specialist; 1.0 FTE

Andrea Agrusa, Accounting Supervisor; .10 FTE

Renee Burch, Parent Involvement Coordinator; .25 FTE

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

School improvement technical assistance will be provided through the Macomb Intermediate School District. School improvement leaders will meet regularly with School Improvement, consultant, Lisa Asaro while participating in the Facilitator of School Improvement program designed to provide teacher leaders with the skills necessary for meaningful and purposeful school improvement work. Lincoln Middle School administration, school improvement co-chair persons will be responsible for coordinating all school improvement responsibilities including program evaluation in consultation with MISD providers. Staff will also participate in the MISD sponsored Data Dialogues and Analysis.

Data Dialogues and structured protocols will assist schools in “collaborative inquiry.” The real methodology for system change begins and ends with ongoing authentic dialogues about important questions,” states Tony Wagner. This training will provide schools with data inquiry, mining, and analysis steps that shift schools toward a data centered focus.

Using MEAP, NWEA, SRI, MEAP and common assessments, teachers will meet to conduct item analysis which will serve to ground Lincoln Middle School in baseline and summative data. Lincoln Middle School will be able to make real time program and instructional decisions. This training will engage staff members in systematic, continuous improvement in the quality of the educational experience of students and to subject themselves to the discipline of measuring their success by the metric of students’ academic performance is emphasized in the research practices of Richard F. Elmore for improving the quality of instruction (Elmore, 2009).

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Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

Van Dyke Public Schools has maintained a traditional budgeting model where the current year revenue and expenses drive the budget amount for the following school year. This revenue model provides each school with specific allocations for instructional supplies, materials, and equipment. Historically, this type of budgeting does not take into account the specific educational needs of students on variables over which the school may not have control over.

In February 2010, Van Dyke Public Schools hired a new finance manager who is in the process of implementing a plan for site based budgeting. Under this model, principals will have a high degree of autonomy to appropriate funds that will support the unique learning needs of students. A specific per pupil amount will be allocated from the district level and may be allocated to meet the needs of learners.

ACTIVITY	SUPPORT	POSITION/SUPPLIES/ EQUIPMENT/MATERIALS	COST / YEARLY BUDGET	FUNDING SOURCE	PROVIDER
Departmentalized Sixth Grade	Program	Program	-0-	General Fund	VDPS
Literacy Coach	English	1.0 FTE	\$120,000 1, 2, 3	School Improvement Grant	MISD
Math Coach	Math	1.0 FTE	\$120,000 1, 2, 3	School Improvement Grant	MISD
F.A.S.T. Reading	English	Professional Development Training	\$ 40,000	IDEA	VDPS
Carnegie Math	Math	Curriculum	\$ 15,000	School Improvement Grant	MISD
Success Maker	Math and Reading RTI Support	Curriculum	\$ 50,000 1 \$ 15,000 2, 3	School Improvement Grant	Pearson
After School Program	Extended School Day		\$40,000 1, 2, 3	School Improvement Grant	MISD
Summer Literacy and Math	Extended School Year	.5	\$75,000 1, 2, 3	School Improvement Grant	MISD
Parent and Family Coordinator	Parent Support and Involvement	.25 FTE	\$19,500 1, 2, 3	General Fund	VDPS
Accelerated Math	Math	Curriculum	\$10,000 1	School Improvement Grant	MISD
Co-Teaching	English and Math	2.0 FTE	\$200,000 1, 2, 3	School Improvement Grant	
Grade 8.5	At-Risk Teacher	1.0 FTE	\$110,000 1, 2, 3	State Funds – 31A	

Family Resource Center	After School Social Worker	.5 FTE	\$ 75,000 1, 2, 3	School Improvement Grant	
Intervention Room	Licensed Therapist	1.0 FTE	\$80,000 1, 2, 3	School Improvement Grant	
Principal / Leadership Coach	Leadership	Training	\$15,000 1	Title II A	MISD
Family Advocacy System	Parent and Family Involvement	Healthy Relationships	\$100,000 1, 2, 3	General Fund	Institute for Research and Reform in Education
After School Dinner Program	Student Health and Nutrition	Support	No cost to school district	US Department of Agriculture	
City Year Volunteers	School Volunteers	Tutoring and Mentoring	No cost to school district		
Professional Development Programs and Weekly Scheduled Compensated Time	Capacity of Teachers and Support Staff	Support	\$25,000 – Programs \$150,000 compensation 1, 2, 3	School Improvement Grant	MISD
North West Evaluation Association Assessment	Universal Screen and Benchmark Testing	RTI Program	\$15,000 1, 2, 3	General Fund	VDPS
TI-nspire	Math Assessment	Technology	\$25,000 1	School Improvement Grant	
National Writing Project	Professional Development	English Curriculum	\$15,000 1	School Improvement Grant	MISD
Scholastic Reading Inventory / Read 180	Tier II Reading Intervention	Curriculum	\$45,000	In Place	MISD

Compass Learning	Tier II Reading and Math Intervention	Curriculum	\$15,000 1, 2, 3	General Fund	VDPS
Study Island	Tier I Reading and Math Intervention	Curriculum	\$ 5,000 1, 2, 3	General Fund	VDPS
Credit Recovery	After School Tutoring	RTI Program	\$ 10,000 1, 2, 3	State Funds – Section 31A	
Rosetta Stone	Bi-Lingual Intervention	Curriculum Resource	\$ 5,000 1, 2, 3	General Fund	VDPS
Assessment, Data, and Intervention Director	Data Supervisor	1.0 FTE	\$110,000 1, 2, 3	Title II A	
Data Director	Data Analysis	RTI Program		MISD	MISD
Measuring What Matters	Student Growth Model	Program	\$ 50,000 1, 2, 3	General Fund	IRRE
Positive Behavior Support	Student Behavior Intervention	Program	\$10,000 1, 2, 3	General Fund	MISD
Peer Mediation / Conflict Resolution	Student Behavior Intervention	Program	\$ 6,000 1, 2, 3	General Fund	VDPS

Additional funds will be allocated from Section 31A, and Title IIA funds to provide intervention and support to the neediest students. Principals and teacher leaders will be decision makers regarding how these funds are used to improve achievement at Lincoln Middle School.

(Implement a per pupil school based budget formula based on student needs)
FUNDING SOURCE FOR EACH ACTIVITY –

The implementation of the transformation model for the School Improvement Grant will be funded partially through the SIG grant and with funds available through Title I, Title II, Section 31A allocation and the Van Dyke Public Schools general fund. The majority of the funding needed to implement the transformation model with fidelity is from the allocation requested for the School Improvement Grant. State funds from Section 31A will fund supplemental services where the most at risk students receive individual, small group, or direct tutoring. Additional funds will be allocated from Title IIA. Van Dyke Public Schools general

funds will support reform initiatives including the Family Advocacy System and Measuring What Matters that are components of the First Things First Model. Specific amounts for year one include:

SIG Application - \$1,000,000

Section 31A- 110,000

Title II A - 125,000

General Fund - 225,500

IDEA - 40,000

Total \$1,500,500

Provider must become an approved provider by the Michigan Department of Education to be funded through SIG ARRA funds

	Year 1	Year 2	Year 3
SIG	\$ 110,000	110,000	110,000
Title II A	125,000	125,000	125,000
General Fund	225,500	225,500	225,500
IDEA	40,000		
Total	\$ 1,500,500	\$1,360,500	\$1,360,500

LEA Application Part III

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed
<ul style="list-style-type: none"> • Leadership councils Composition • Principal Authority/responsibility • Duties – teacher • Duties - principal • Tenure • Flexibility regarding professional development activities 	<p align="center">X</p> <p align="center">X</p> <p align="center">X</p> <p align="center">X</p> <p align="center">X</p> <p align="center">X</p>		
<ul style="list-style-type: none"> • Flexibility regarding our school schedule (day and year) • Waivers from district policies to try new approaches • Flexibility regarding staffing decisions • Flexibility on school funding 	<p align="center">X</p> <p align="center">X</p> <p align="center">X</p>		X
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	X		
• Schedule	X		
• Length		X	
• Financing		X	
• Instructors	X		
• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories • School staff input on allocation			
• Approval of allocation	X		
• Change of allocation midyear		X	

	Major contracts for goods and services • Approval process streamlined		X	
	• Restrictions (e.g., amounts, vendors)		X	
	• Legal clarifications		X	
	• Process		X	
	• Stipulations (e.g., targeted vs. unrestricted spending)		X	
	• Timeline		X	
	• Points of contact		X	
	Auditing of school financial practices Process	X		
	• Consequences		X	

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

School Data Profile – Comprehensive Needs Assessment

School Code: 2205

School: *Lincoln Middle School*

Person/Group completing CNA: *Marcia Powell, Donn Tignanelli, and Alena Zachery*

School and Student Demographic Data/Information

Enrollment:

1. What grade levels are taught in this school? 6-8
2. What is the current school enrollment? 652
3. What has been the enrollment trend for the past five (5) years?

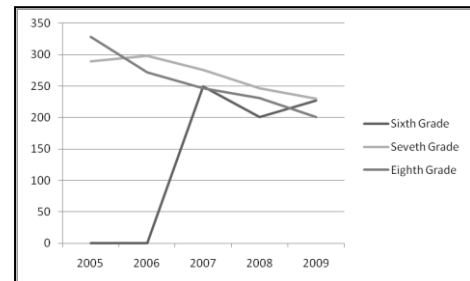
Increasing

Stable

X

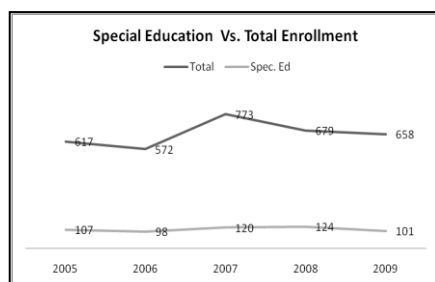
Decreasing

5-Year Enrollment by Grade Level

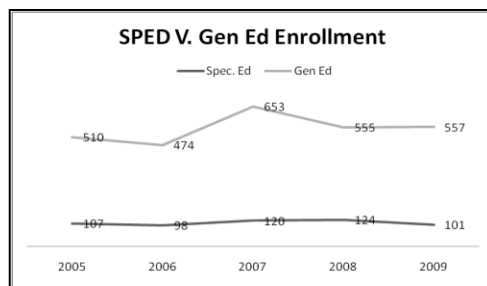


Year	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
Grade	#	%	#	%	#	%	#	%	#	%
6	**	**	**	**	250	32	201	30	227	34
7	289	47	298	52	276	36	247	36	230	35
8	328	53	272	48	247	32	231	34	201	31
Total	617	100	572	100	773	100	679	100	658	100
Spec. Ed	107	17	98	17	120	16	124	18	101	15

The charts above show a decline in enrollment over a five year period. The 2007 spike in the sixth grade enrollment occurred when the sixth grade was moved from the elementary schools to the middle school. The chart to the left compares the



number of special education students to the total number of students enrolled in the school. The number of special education students fluctuates from 15% to 18% while the total enrollment has declined by 13%. The chart below shows the difference in enrollment between the number of special education students and the number of general education students.



During a period when the total enrollment of the general education students fluctuated, the number of special education students at Lincoln Middle School remained constant.

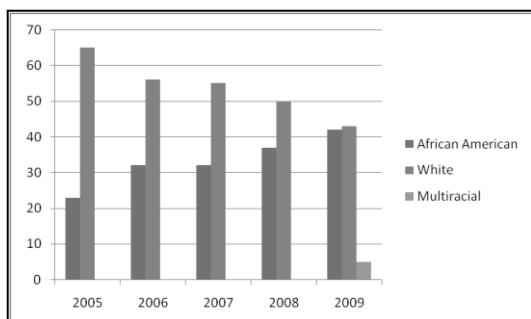
- When looking at subgroups, has the percentage of students from any group changed by more than 5% over the last five years?

The chart below shows the enrollment for all subgroups. Subgroups that have increased or decreased by more than 5% include Black, White and Multiracial.

Subgroup	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	#	%	#	%	#	%	#	%	#	%
American Indian	6	.9	3	.5	3	.4	3	.4	4	.6
Asian	36	6	31	5	37	5	41	6	46	7
Black	146	23	182	32	251	32	254	37	278	42
Hispanic	5	.8	4	.7	11	1	11	2	0	0
White	402	65	321	56	430	55	344	50	284	43
Multiracial	0	0	0	0	0	0	0	0	31	5
Total	617	99	570*	99	773	98	679	99	658	100
Spec Ed	107	17	98	17	120	16	120	18	101	15

*Two students did not state their ethnicity

Enrollment Comparison 2005-2009



In 2005 White students made up 65% of the student body. By 2009 only 43% of students were White.

The number of Black students has grown from 23% of the student population in 2005 to 42% of the population in 2009.

The number of Multiracial students increased from zero to 5% of the population.

Summary of enrollment data/information:

1. After reviewing the information on enrollment, what patterns or trends in enrollment can be identified?

The number of Black and Multiracial students are increasing, while the number of White students is decreasing. The Asian American population has remained constant.

2. After reviewing the changes in the school enrollment trends, what implications do the data present for the school in the following areas: staffing, fiscal resource allocations, facility planning, parent involvement, professional development, advertisement, recruitment, etc?

After reviewing the enrollment trends the team will expand the Parent Ambassador program and will include professional development for staff which includes culturally responsive instruction. We will advertise utilizing multi-media productions and will recruit staff who have experience with our diverse population.

Staff:

Using the charts provided answer the following questions:

1. What is the average number of years teachers in this school have been teaching?
2. What is the average number of years current teachers have been assigned to this school?

Questions	Teachers	0-3 years	4-8 years	9-15 years	>15 years
1. Indicate how long teachers have been teaching	35	4	3	10	18
2. Indicate the number of years each of the teachers has been assigned to the school	35	11	8	5	11

3. For the teachers in this school, during the past school year how many teachers have been absent?

2009-2010	0-3 days	4-5 days	5-10 days	>10 days
Professional Development	8	6	9	15
Illness	12	5	12	7

4. Indicate the number of teachers by grade level who meet the Federal Highly Qualified and state Teacher Certification requirements for grade/subject area assignments.

Grade/subject Taught	Total Number of Teachers in Grade/Subject Area	% Who Meet Highly Qualified Criteria	% Who Do Not Meet Highly Qualified Criteria
6 th Grade	11	100	0
Social Studies	3	100	0
English	3	100	0
Mathematics	3	100	0
Science	3	100	0
Elective	8	▯ See note ¹	
Special Education	5	▯ See note ²	

¹Elective – Of the elective areas that require HQ status – 100%

² Sp. Ed. Two special education teachers were not HQ and retired in December of 2009. Through November of 2009, 97% of the teachers were HQ and for the remainder of the year 94% of the teachers were HQ because one class was assigned a long term substitute teacher.

5. How long has the administrator been assigned to this school?

Principal: *6 Years*

Assistant Principal: *3 Years*

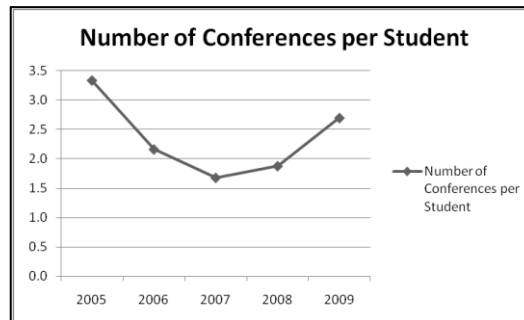
Parent/Community:

1. Describe/list the types of family/community participation/engagement that are in place to support student achievement that are:
 - Designed to encourage two way communication: *Parent Advisory Committee, P.T.O., Parent Portal*
 - Designed as one way communication only: *Newsletters, Website*
 - Designed to actively involve parents/community in the decision making at the school: *Parent Ambassadors, Parent Advisory Council, School Improvement Team, P.T.O.*
 - Designed to actively involve parents/community in student learning: *School Improvement Team, Sex Ed Advisory Council*
2. Does the school have a current parent/teacher compact for each student?

The school does not have a current parent/teacher compact for each student One will be developed during the 2010-2011 school year. Lincoln Middle School does not receive Title 1 funds.

3. Using the following chart how has parent/guardian attendance at parent-teacher conferences changed over the last five years?

Year	Semester One	Semester Two
2005-2006	1110	946
2006-2007	840	392
2007-2008	741	557
2008-2009	751	524
2009-2010	833	940



Parent/guardian attendance at parent-teacher conferences declined 19% between 2005 and 2009. In 2007 the average number of conferences per student reached an all time low of 1.5.

Summary of School Demographic Data and Information

1. Based on the staff discussions about the data contained in the sample charts, are there any areas of concern noted?

Yes

2. If yes, what are the areas of concerns?

There has been a decrease in the number of parents/guardians attending parent-teacher conferences.

3. After discussion about these areas of concerns, what possible causes for the problems were identified?

A possible cause for the decline is the fact that we combined 6th grade with 7/8. Another possible cause is the change in times of the conferences.

Summary of School Enrollment, Staffing and Parent/Community: concerns, factors and actions

Areas of Concern	Factors Identified	Possible Actions
Parent/Teacher Compact	One is needed	Complete compact during school year
Parent/Teacher conference attendance	Time, change in configuration	<ul style="list-style-type: none">• Send parents personal invitations to conferences• Consider time/regrouping

Using the information gathered about how students in the school are doing on skills that are testing on the MEAP/MME, discuss the following:

1. What skill area(s) is the school doing well?

The school is doing well in Language Arts instruction.

2. When comparing the school with the district and state, which skills would the staff identify as challenge for the school?

There is a challenge to meet the instructional needs at the Special Education and African American populations, especially in the area of math.

3. When reviewing the district curriculum, where are these skills taught?

Currently the district has a scope and sequence chart for mathematical instruction, however, the special education mathematics curriculum needs to be parallel.

4. When reviewing the school instructional program, are these skills being taught at the appropriate grade level?

Yes.

5. How can this information be used for curriculum, instructional and remediation purposes?

This information will be used to reorganize the special education curriculum map and to implement a tiered intervention program.

Grade Level Achievement – School Level Data – All Students

Year: 2009-2010

Subject	ACS**	%HQ***	6 th Gr.	7 th Gr.	8 th Gr.
Reading/ELA	28	100%	80.49%	69.31%	69.49%
Mathematics	28	100%	71.78%	69.23%	48.50%
Science	28	100%			52.98%
Social Studies	28	100%	63.19%		

**ACS – Average Class Size

*** Highly qualified as defined by NCLB or State Teacher Certification Requirements

What additional data sources (other than MEAP/MME) were used to inform decision making about student achievement?

Name and Type of Measurement	Grades Assessed	Subject Area
NWEA Measures of Academic Progress	6-8	Reading, Language and Math
Gates-MacGinitie Reading Test	7-8	Reading
Developmental Reading Assessment (DRA)	6	Reading

Continuity of Instructional Program

Using the information gathered about the school's instructional program, discuss the following:

1. What data/information (other than MEAP/MME/CLCE/HSCE) does the school use to measure student achievement at each grade level?

The school is using Measures of Academic Progress learning assessments from the NWEA. Students will be tested three times a year to ensure they are making progress.

2. What are the criteria for student success at each grade level?

The school uses course standards, requirements and assessments as well as end-of-unit assessments to measure student success. In addition the school uses RIT scores and Lexile Levels to measure progress in the areas of reading, language and math.

3. How has student achievement changed over the last 3 years?

The school was making steady improvements until 2009 when the results of the MEAP test showed a decline in student performance in reading and math.

4. What examples of outcomes indicators have been developed for analysis of writing, reading, science, math and social studies

None Known

5. What examples of demographic indicators have been developed for analysis of writing, reading, science, math and social studies?

None Known

6. What process indicators have been developed for the analysis of writing, reading, science, math, and social studies?

7. Which grade level(s) is not meeting the criteria for grade level proficiency and would be identified as a challenge area by the staff?

The challenge areas identified include math instruction for seventh and eighth grades, the reading and math proficiency of Black students and the reading and math proficiency of special education students.

8. For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for any challenge identified?

The special education curriculum needs to be aligned. There also needs to be common and clear expectations for engagement of students, alignment with the curriculum, and the rigor of the instructional activities.

9. For any grade level identified as a challenge area, what impact if any could teacher absences that resulted in significant interruption in instruction be a factor. (Be sure to track teacher absences back to prior grades.)

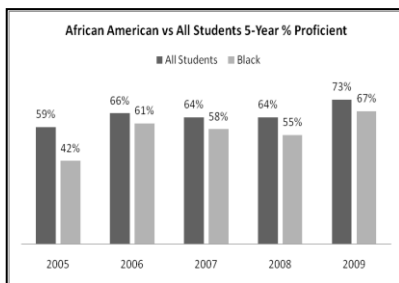
Unknown

Sub Group Analysis

The table below contains the percentage of students who were proficient on the reading and math subtests of the MEAP.

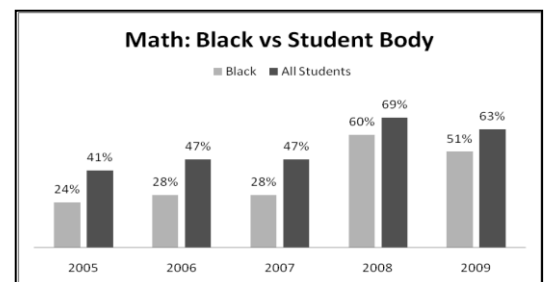
Subgroups	Reading										Math									
YEAR	2005		2006		2007		2008		2009		2005		2006		2007		2008		2009	
All Students	532	59%	465	66%	656	64%	616	64%	520	73%	532	41%	469	47%	659	60%	621	69%	525	63%
Native American	5	40%	1	100%	2	50%	2	50%	3	67%	5	40%	1	0%	2	0%	2	100%	3	67%
Asian	31	65%	28	68%	36	64%	41	66%	38	76%	31	39%	28	68%	36	78%	41	71%	38	74%
Black	119	42%	129	61%	194	58%	222	55%	211	67%	120	24%	132	28%	195	48%	222	60%	212	51%
Hispanic/Latino	5	60%	3	33%	9	56%	10	80%	0	0%	5	0%	3	33%	9	89%	10	90%	0	0%
Multiracial	10	50%	20	55%	31	61%	23	70%	13	92%	10	30%	20	30%	32	56%	23	61%	13	100%
White	362	64%	284	69%	384	68%	317	69%	230	77%	361	48%	285	55%	385	65%	322	74%	233	73%

The Black subgroup is increasing in size faster than any other subgroup at Lincoln Middle School, growing from 23% of the student body in 2005 to 42% in 2009. The proficiency rate of the Black subgroup in reading and math are below that of the student body.



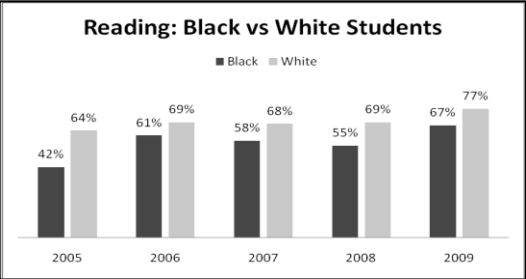
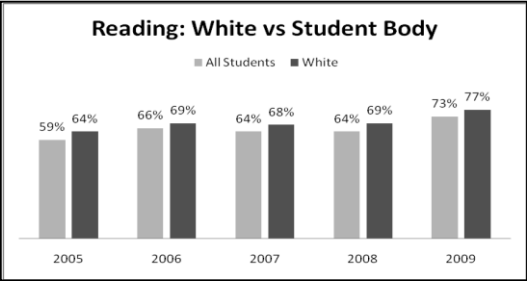
In the spring of 2005, 59% of all Lincoln Middle School students were proficient on the reading section of the MEAP, while only 42% of the Black students were rated as proficient. Although the gap between their performance and that of the student body is narrowing, the Black students are still underperforming in the area of reading. It is important to note that their growth rate exceeds that of the student body. The proficiency rate of the Black students rose to 61% to 2006, a 45% increase from 2005, before declining the next two years. In 2009, 67% of Black students were proficient in reading, a 22% increase from the previous school year and a 60% increase from 2005. The largest percent gain made by the student body was in 2009 when 73% of all students were proficient, a 14% increase over previous school year and a 23% increase from 2005. During the last five years the Black students have improved their proficiency on the reading section of the MEAP, but have been unable to match or exceed the performance of the total student body.

Black students are underperforming in the area of math. While they have shown improvement over the last five years, they have not performed as well as the student body. The results from the math section of the MEAP show that Black students improved their proficiency rate from 24% in 2005 to 60% in 2008. Although this was a significant increase, it was still not enough to close the gap in their performance. In 2009 only 51% of Black students were rated as proficient on the math section of the MEAP. Black students



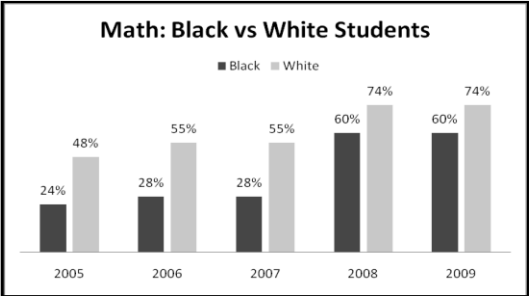
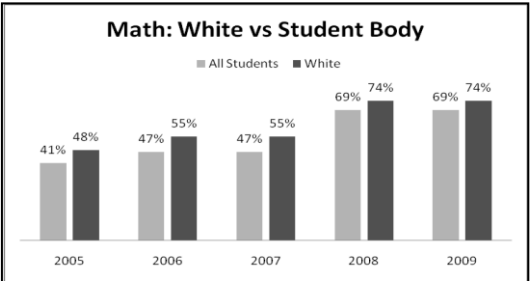
improved 52% from 2005 to 2009 while the student body improved 34% during the same time period. The chart above compares the performance of Black students to the student body. Black students are closing the gap between their proficiency in reading more quickly than they are closing their proficiency in math.

The chart at the right compares the scores of White students to the Lincoln Middle School student body. White students are the largest subgroup at Lincoln Middle School and make up roughly 43% of the total student body. They consistently outperform their peers. Their five-year proficiency rate on the reading section of the MEAP ranges from 64% in 2005 to 77% in 2009, a 20% increase.



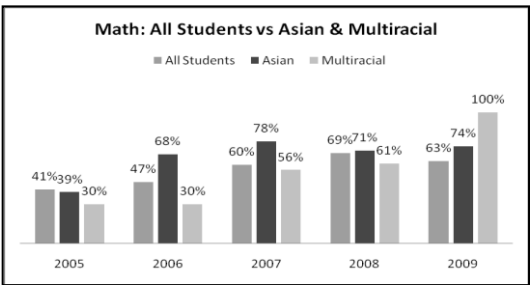
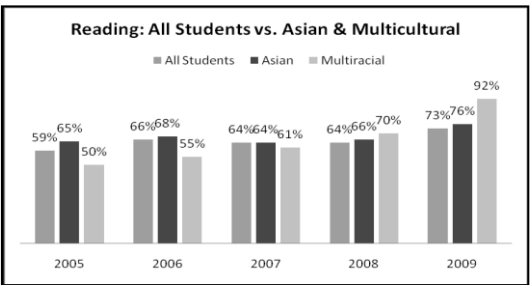
The chart on the left compares proficiency of Black and White students on the reading section of the MEAP. White students have higher proficiency rates on the MEAP reading test. However, Black students are increasing their growth in proficiency at a higher rate.

The chart below compares White student performance on the math section of the MEAP to that of the student body. White students consistently have a higher rate of proficiency than their peers. Their scores have improved from a 48% proficiency rate in 2005 to a 73% proficiency rate in 2009, a 52 % increase. The chart below on the left compares the proficiency rates of the White students to the student body. The chart on the right compares the math proficiency rates of White students to Black students. White students outperformed all students as well as their Black peers. Black students will need to increase their growth in proficiency to close the gap.



The Asian American subgroup of students has ten (10) or more members. The Asian subgroup consistently outperformed the student body in reading every year except 2005. Their proficiency in math either matched or exceeded the student body

The Multiracial group has made steady gains in their performance on the reading section of the MEAP. In 2009 the 31 Multiracial students who took the math MEAP all obtained proficient ratings.



The math performance of the Multiracial group shows that they made steady progress from 2005 until 2008, when their performance exceeded that of the student body and the Asian American subgroup.

Using information from the above charts for subgroup data, answer the following questions:

1. Based on the MEAP/MME reports, which are the subgroups are not at/or about the current state AYP content area targets?

The special education students are not at the current math or reading targets. The Black subgroup did not meet the current math target.

2. Are any of the subgroups scoring more than 10 percentage points lower than the current state AYP targets?

Yes, the special education subgroups missed the math target by more than ten points. The special education subgroup also missed the reading target by more than ten points.

3. Based on the staff's review of these data and information, what has the school staff determined to be the contributing cause for these gaps?

The special education curriculum is not aligned with the grade level content expectations. There are also problems with attendance and behavior.

4. What trends have been identified when looking at the 3 years of MEAP data?

The percentage of student who were proficient on the reading MEAP increased during 2007 and 2008 was the same for both years; 64%. The reading proficiency rate increased 14% in 2009 to 73%.

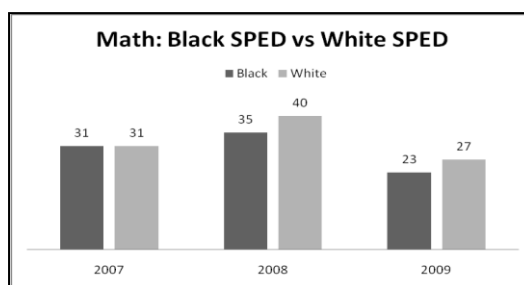
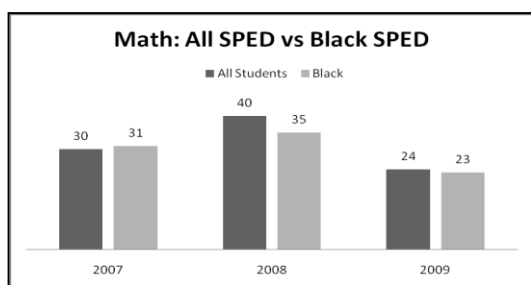
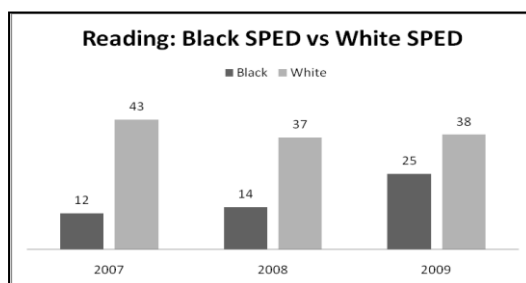
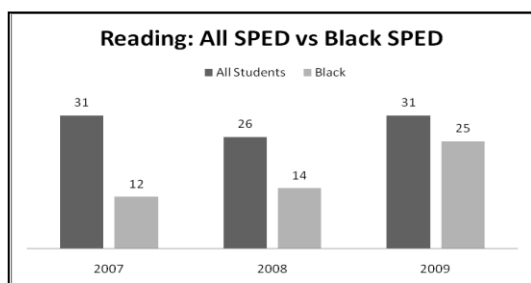
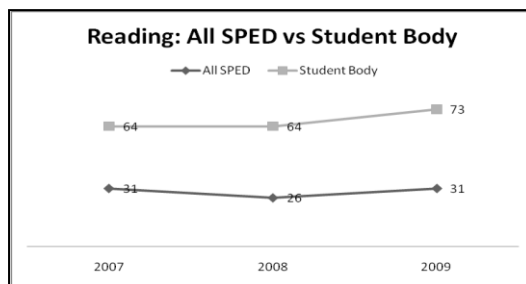
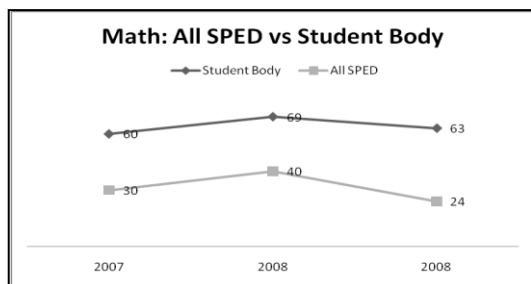
The proficiency rate on the math MEAP increased in 2007 and 2008 before declining 8% in 2009.

5. Were there any discrepancies in the data?

No.

Review of Special Education Population

The charts below compare the performance of the special education population to the student body and to Black and White subgroups within the special education population.



MEAP Analysis Questions

1. How many students with disabilities in the school participated in the MEAP/MME testing

Forty (40) special education students took the reading and 46 took the math test.

2. What percentage took MI-Access or other modified test?

Sixty percent (60%) took MI-Access or other test for reading and 54% took MI-Access of other test for math.

3. Are there any grade levels, subject areas, or disability groups with significant changes in their MEAP or MI-Access performance over the past 3 years? If there are significant changes in performance, why?

No. The performance of special education students on the on the MEAP mirrors the fluctuation of the student body.

4. Is there a difference in performance between students who receive content instruction in general education settings and those who receive content instruction in special education settings?

No.

Attendance Summary

Average daily attendance percentage for last complete school year: 90%

Year	Number of 7 th & 8 th Students	Total Absences	Average absences per student	Average number of days absent per student
2005-2006	803	64,065	80	13
2006-2007	800	56,221	70	11
2007-2008	750	55,504	74	12
2008-2009	695	54,859	79	13
2009-2010	897*	71,850	80	13

*Includes 6th Grade students

Student mobility rate for last complete school year:

Mobility			
Year	First Count Day	Entering	Leaving
2006-2007	626	134	183
2008-2009	737	168	273
2009-2010	644	188	221

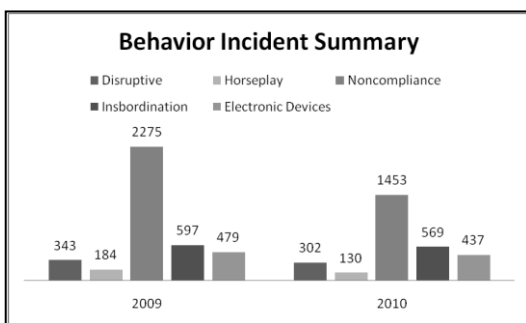
Discipline

A breakdown of disciplinary infractions by grade level, ethnicity, and special education status is not available. There has been a change in the data warehouse that the district uses to store behavioral records.

During the 2008-2009 school year there were 4824 behavioral incidents and 574 students were cited, 84% of the student body. Sixty-five (65%) of the student body received disciplinary consequences for noncompliance, 47% of all behavioral incidents.

During the 2009-2010 school year there were 4,716 behavioral incidents and 541 students were cited, 82% of the student body. Forty-nine percent (49%) of the student body received disciplinary consequences for noncompliance, 30% of all behavioral incidents. There were 302 students cited for 1,130 incidents of truancy.

Below is a chart of the most frequently occurring behavior infractions.



LINCOLN MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN

2010 - 2011

School Improvement Plan

School Year: 2010

School District: Van Dyke Public Schools

Intermediate School District: Macomb ISD

School Name: Lincoln Middle School

Grades Served: 6,7,8

Principal: Mrs. Alena Zachery

Building Code: 02205

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

School Information

School:	Lincoln Middle School
District:	Van Dyke Public Schools
Public/Non-Public:	Public
Grades:	6,7,8
School Code Number:	02205
City:	WARREN
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

The Lincoln Middle School vision is to promote life-long learning through teacher collaboration adapted to individual student needs. We will facilitate active learning through aligned curriculum and high behavioral standards promoting respect and responsibility.

We will provide a safe, secure, and professional climate with the main purpose being the educational success of all students. We will succeed in doing so through the use of effective educational programs and valuable community resources, while maintaining a strong partnership with students and parents.

Mission Statement

The mission of Lincoln Middle School is to ensure that every student reaches a high level of academic achievement as determined by state and national standards. We commit to the individual excellence of every student by empowering them to become confident and productive members of society. To ensure these outcomes, we are committed to a comprehensive system of support which reaches all levels of learners.

Beliefs Statement

We believe that every student can be a successful learner.

We believe that every student should strive to achieve a high level of academic success.

We believe in a commitment to a comprehensive system of support which reaches all levels of learners.

We believe that students benefit academically in a safe, supportive, and stimulating environment.

We believe in empowering every student to become productive members of society.

We believe our students' learning, attendance, and behavior improve when they are actively engaged in meaningful, real-life work.

We believe in life-long learning as educators to continually be the best leaders we can be for our students.

Goals

ID	Name	Development Status	Progress Status
4349	Math	Approved	Open
4350	Reading	Approved	Open
4351	Writing	Approved	Open

Goal 1: Math

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students at Lincoln Middle School will be proficient in math.

Gap Statement : Based on review of the MEAP (2009) data 63% of the Lincoln Middle Schools students are scoring proficient to the goal of 100%. Seventy-three percent of the white population scored at or above the proficient level while only 51% of the African American students scored in the proficient range: there is a 22 percentage point difference between African American students and white students. Currently, the students have scored in 6th grade at 62% proficient, at 7th grade at 68% proficient and at 8th grade at 49.41% proficient.

Cause for Gap : Thirty-eight percent of the building are new to the district. The special education students who were included in the MEAP assessments scores have declined from the previous years and consistent instructional strategies were not utilized by all staff.

Multiple measures/sources of data you used to identify this gap in student achievement : Lincoln Middle School uses a combination of three tests to chart the mathematical growth of students. These tests include: the math section of the MEAP, which is administered annually in October; the St. Clair Math test, which is given periodically throughout the school year; and trimester common assessments.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will close the gap in achievement. Students identified in the gap statement will make a 5% growth in achievement. Progress will be monitored using principal coaching days with teachers (with an emphasis on special education), MEAP data, NWEA RIT scores and trimester common assessments.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

Contact Name : Alena Zachery

List of Objectives:

ID	Objective
4657	All students will increase skills in the area of fractions, division, problem solving and computational fluency. All grades will have an increase of 5% in students who scored proficient on the MEAP and all students will score at a 75% or higher on all Trimester Common Assessments.
22420	Of all special education students, 70% of 6th grade students, 67% of 7th grade students and 66% of 8th grade students will score proficient/advanced on the state assessment.

1.1. Objective: math objective

Measurable Objective Statement to Support Goal : All students will increase skills in the area of fractions, division, problem solving and computational fluency. All grades will have an increase of 5% in students who scored proficient on the MEAP and all students will score at a 75% or higher on all Trimester Common Assessments.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
4657	Teachers will research best practices for fractions, division, computation fluency and problem solving skills through professional development, while incorporating dialog to promote analysis of data that results in data-driven decision making. This will be done through the sharing of strategies and results utilizing current technology.	

1.1.1. Strategy: math strategy

Strategy Statement: Teachers will research best practices for fractions, division, computation fluency and problem solving skills through professional development, while incorporating dialog to promote analysis of data that results in data-driven decision making. This will be done through the sharing of strategies and results utilizing current technology.

Selected Target Areas

SPR (90) III.2.C.3 Results-Driven: Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

SPR (90) IV.1.B.3 Decision-Making: The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to assure that the demographics of parents in leadership roles represent the diversity of the school population.

SPR (90) V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

SPR (90) V.2.A.2 Dialog About Meaning: The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

SPR (90) V.2.B.2 Data-Driven Decision Making: Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Other Required Information for Strategy***What research did you review to support the use of this strategy and action plan?***

Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. R DuFour, R Eaker 1998

Classroom Assessment for Learning RJ Stiggins - Educational Leadership, 2002
classroomassessmentforlearning.com

Preventing Escalation in Problem Behaviors With High-Risk Young Adolescents: Immediate and 1-year outcomes. Dishion, Thomas J.; Andrews, David W. Journal of Consulting and Clinical Psychology. Vol 63(4), Aug 1995, 538-548.

Changing How and What Children Learn in School With Computer-Based Technologies JM Roschelle, RD Pea, CM Hoadley, DN Gordin, BM ? The Future of Children, 2000 - jstor.org

The Culturally Proficient School (2005) Lindsay, Roberts and CampbellJones

Learning By Doing (2006) DuFour, DuFour, Eaker and Many

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Learning Communities (Departmental) will be used to examine & analyze common assessment (Key Characteristic: Data-Driven Decision Making)	09/01/2010	06/30/2011	All core academic staff
Professional Learning Communities (Team/Vertical) will meet during PLC time by team and across grade levels to analyze various data (Key Characteristic: Dialogue)	09/01/2010	06/30/2011	All Staff
Target/Benchmark instruction (Key Characteristic: Analysis)	09/01/2009	06/11/2010	All Staff
Establish diverse parent focus groups (Key Characteristic: Decision Making)	09/01/2009	06/11/2010	Math teachers, counselors, social worker, principal
Use of Compass Learning, Study Island or equivalent in with all 6th grade students and special education students once a week and in Math Technology and/or Successmaker for 7th and 8th grade general education students.	09/01/2010	06/24/2011	All 6th grade teachers & successmaker and special education teachers

1.1.1.1. Activity: PLC Departmental

Activity Description: Professional Learning Communities (Departmental) will be used to examine & analyze common assessment (Key Characteristic: Data-Driven Decision Making)

Activity Type: None

Planned staff responsible for implementing activity: All core academic staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Common Assessments; Data Director; NWEA	Consolidated Grant	5,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

1.1.1.2. Activity: PLC Team

Activity Description: Professional Learning Communities (Team/Vertical) will meet during PLC time by team and across grade levels to analyze various data (Key Characteristic: Dialogue)

Activity Type: None

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC time/Data Director	Consolidated Grant	5,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

1.1.1.3. Activity: Targets

Activity Description: Target/Benchmark instruction (Key Characteristic: Analysis)

Activity Type: None

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/11/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Data Director	Consolidated Grant	5,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

1.1.1.4. Activity: parent groups

Activity Description: Establish diverse parent focus groups (Key Characteristic: Decision Making)

Activity Type: None

Planned staff responsible for implementing activity: Math teachers, counselors, social worker, principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/11/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Use of district website	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

1.1.1.5. Activity: Computer aided learning

Activity Description: Use of Compass Learning, Study Island or equivalent in with all 6th grade students and special education students once a week and in Math Technology and/or Successmaker for 7th and 8th grade general education students.

Activity Type: None

Planned staff responsible for implementing activity: All 6th grade teachers & successmaker and special education teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/24/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Computer lab, lap top carts with headphones, teacher training	Title II Part A	1,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

1.2. Objective: Special Education Math

Measurable Objective Statement to Support Goal : Of all special education students, 70% of 6th grade students, 67% of 7th grade students and 66% of 8th grade students will score proficient/advanced on the state assessment.

List of Strategies:

ID	Strategy	Locked By
22420	Teachers will research best practices for computation and problem solving skills through professional development, while incorporating dialogue to promote analysis of data that results in data0driven decision making. this will be done through the sharing of strategies and results utilizing current technology.	
22420	Special education teachers will research best practices for computation and problem solving skills through professional development, while incorporating dialogue which promotes analysis	

of data that results in data-driven decision making. This will be done through the sharing of strategies, attending professional development specifically designed for special educators and special education department staff meetings.

1.2.1. Strategy: Professional Development, Strategy sharing, Leadership Development

Strategy Statement: Teachers will research best practices for computation and problem solving skills through professional development, while incorporating dialogue to promote analysis of data that results in data-driven decision making. This will be done through the sharing of strategies and results utilizing current technology.

Selected Target Areas

SPR (90) III.2.C.1 Aligned: Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.

SPR (90) III.2.C.2 Job-Embedded: Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

SPR (90) III.2.C.3 Results-Driven: Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

SPR (90) IV.1.A.1 Methods: The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going, and meaningful communication methods.

SPR (90) V.1.A.4 Multiple Sources: The school generates, identifies, collects, and stores data from many different sources for use in determining the technical quality of the data, supporting more robust analyses, and supporting more accurate data-based decision-making.

SPR (90) V.2.B.2 Data-Driven Decision Making: Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. R. DuFour, R Eaker 1998

Classroom Assessment for Learning RJ Stiggins - Educational Leadership, 2002
classroomassessmentforlearning.com

Preventing Escalation in Problem Behaviors With High-Risk Young Adolescents: Immediate and 1-year outcomes. Dishion, Thomas J.; Andrews, David W. Journal of Consulting and Clinical Psychology. Vol 63(4), Aug 1995, 538-548.

Changing How and What Children Learn in School With Computer-Based Technologies JM Roschelle, RD Pea, CM Hoadley, DN Gordin, BM ? The Future of Children, 2000 - jstor.org

The Culturally Proficient School (2005) Lindsay, Roberts and CampbellJones

Learning By Doing (2006) DuFour, DuFour, Eaker and Many

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Learning Communities will be used to examine instructional practices & analyze use and modification of the general education common assessment (Key Characteristic: Data-Driven Decision Making)	09/01/2010	06/30/2011	All special education staff and principal.
The use of Compass Learning, Study Island, NWEA	09/01/2010	06/24/2011	Special education, Math Technology and Successmaker instructors.

1.2.1.1. Activity: PLC of Special Education Teachers

Activity Description: Professional Learning Communities will be used to examine instructional practices & analyze use and modification of the general education common assessment (Key Characteristic: Data-Driven Decision Making)

Activity Type: None

Planned staff responsible for implementing activity: All special education staff and principal.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Common Assessments; Data Director	Special Education	200.00	0.00

1.2.1.2. Activity: Computer Aided Learning

Activity Description: The use of Compass Learning, Study Island, NWEA

Activity Type: None

Planned staff responsible for implementing activity: Special education, Math Technology and Successmaker instructors.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/24/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Licenses	Title II Part A	5,000.00	0.00

1.2.2. Strategy: Target/Benchmark instruction (Key Characteristic: Analysis)

Strategy Statement: Special education teachers will research best practices for computation and problem solving skills through professional development, while incorporating dialogue which promotes analysis of data that results in data-driven decision making. This will be done through the sharing of strategies, attending professional development specifically designed for special educators and special education department staff meetings.

Selected Target Areas

SPR (90) I.1.A.2 Standards Alignment: The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.

SPR (90) I.1.A.3 Articulated Design: The local curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

SPR (90) I.1.A.4 Curriculum Review: The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet a wide range of needs and abilities of all students.

SPR (90) I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. R DuFour, R Eaker 1998

Classroom Assessment for Learning RJ Stiggins - Educational Leadership, 2002
classroomassessmentforlearning.com

Preventing Escalation in Problem Behaviors With High-Risk Young Adolescents: Immediate and 1-year outcomes. Dishion, Thomas J.; Andrews, David W. Journal of Consulting and Clinical Psychology. Vol 63(4), Aug 1995, 538-548.

Changing How and What Children Learn in School With Computer-Based Technologies JM Roschelle, RD Pea, CM Hoadley, DN Gordin, BM ? The Future of Children, 2000 - jstor.org

The Culturally Proficient School (2005) Lindsay, Roberts and CampbellJones

Learning By Doing (2006) DuFour, DuFour, Eaker and Many

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
A Special Education PLC will be formed and will meet during the PLC time to analyze individual and departmental student data and to make decisions regarding instruction as a result of this data review.	09/01/2010	07/22/2011	All special education staff.
Special education teachers will develop essential outcomes for the trimester and develop a plan of implementation with consideration of G.L.C.E's and extended G.L.C.E.'s and will report to building principal a bi-weekly update of progress on these plans.	09/01/2010	06/24/2011	Special education teachers and building principal.

1.2.2.1. Activity: Professional Learning Community

Activity Description: A Special Education PLC will be formed and will meet during the PLC time to analyze individual and departmental student data and to make decisions regarding instruction as a result of this data review.

Activity Type: None

Planned staff responsible for implementing activity: All special education staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 07/22/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC time	No Funds Required	0.00	0.00

1.2.2.2. Activity: Target/ Benchmark Instruction

Activity Description: Special education teachers will develop essential outcomes for the trimester and develop a plan of implementation with consideration of G.L.C.E's and extended G.L.C.E.'s and will report to building principal a bi-weekly update of progress on these plans.

Activity Type: None

Planned staff responsible for implementing activity: Special education teachers and building principal.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/24/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials for plans	Special Education	100.00	0.00

Goal 2: Reading

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students at Lincoln Middle School will be proficient in Reading.

Gap Statement : Based on review of the MEAP (2009) data 73% of the Lincoln Middle Schools students are scoring proficient to the goal of 100%. MEAP reading scores show that 70% of grade 8 LMS students assessed are proficient, which was an increase of 9%. There were 76% proficient in the 6th grade and 65% proficient in the 7th grade.

Cause for Gap : Specifically, over the last five years, students with disabilities had an average of 22% proficient. Interventions seem to show some increase, but for this specific population there is small growth. The instructional practices across grades had not been consistent, this one year we have seen growth and expect to see more growth with the instructional practices and student practices being in place for the second year.

Multiple measures/sources of data you used to identify this gap in student achievement : Lincoln Middle School uses a combination of tests to chart the reading growth of students. These tests include: 6th Grade Reading Assessment (DRA); Gates Reading Scores; Study Island; FAST Reading surveys and common assessments.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will close the gap in achievement. Students identified in the gap statement will make a 4% growth in achievement. Progress will be monitored using principal coaching; DRA scores, teacher assessments, RtI interventions and NWEA RIT scores.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

Contact Name : Alena Zachery

List of Objectives:

ID	Objective
4660	78% of 6th grade students, 74% of 7th grade students and 73% of grade 8 students will score proficient on the MEAP; Gates Reading scores will increase 5 points on average.

2.1. Objective: All students will increase Reading scores on the MEAP.

Measurable Objective Statement to Support Goal : 78% of 6th grade students, 74% of 7th grade students and 73% of grade 8 students will score proficient on the MEAP; Gates Reading scores will increase 5 points on average.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
4660	Teachers will research best practices for student reading comprehension through professional development, while incorporating communication and dialog regarding data analysis. Teachers will then use these results to drive the decision making process concerning curriculum and effective classroom strategies.	

2.1.1. Strategy: Reading Comprehension

Strategy Statement: Teachers will research best practices for student reading comprehension through professional development, while incorporating communication and dialog regarding data analysis. Teachers will then use these results to drive the decision making process concerning curriculum and effective classroom strategies.

Selected Target Areas

SPR (90) I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.

SPR (90) II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

SPR (90) V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

SPR (90) V.2.A.2 Dialog About Meaning: The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

SPR (90) V.2.B.2 Data-Driven Decision Making: Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Other Required Information for Strategy***What research did you review to support the use of this strategy and action plan?***

Time Spent Reading and Reading Growth Barbara M. Taylor, Barbara J. Frye and Geoffrey M. Maruyama
American Educational Research Journal, Vol. 27, No. 2, 351-362 (1990)

Classroom Assessment for Learning RJ Stiggins - Educational Leadership, 2002
classroomassessmentforlearning.com

Whatever It Takes: How professional learning communities respond when kids don't learn R DuFour, R DuFour, R Eaker, G Karhanek - 2004 - jenksps.org

Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement ~ R. Marzano

A Survey of Sustained Silent Reading Practices in Seventh-Grade Classrooms Nancy M. Nagy, C. Estelle Campenni, Janet N. Shaw Reading Online, www.readingonline.org Posted February 2000 © 2000 International Reading Association, Inc. ISSN 1096-1232

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Use of daily Reading Minute rotated through departmental classes	09/01/2010	06/24/2011	All Staff
Reading Apprenticeship Comprehension Strategies by trimester: T1=exit cards T2=KWL charts or 2-column notes T3=Talking to the Text (T4)	09/01/2009	06/11/2010	All core content teachers
Target/Benchmark instruction (Key Characteristic: Analysis) Teachers will create essential outcomes and plan lessons according to a pacing guide created by PLC using the outcomes.	09/01/2010	06/24/2011	All Staff
Professional Learning Communities (Team/Vertical) will meet during PLC time by team and across grade levels to analyze various data (Key Characteristic: Dialog	09/01/2009	06/11/2010	All Staff
Professional Learning Communities (Departmental) will be used to examine & analyze common assessment (Key Characteristic: Data-Driven Decision Making)	09/01/2009	06/11/2010	All core academic staff
PLC time will be used for staff to develop curriculum maps & communicate classroom best practices. (Key Characteristic: Staff Communication)	09/01/2009	06/11/2010	All teaching staff
SI Team will plan strategies based on trend data from several sources	09/01/2009	06/11/2010	SI Team
Sustained Silent Reading 20/20 (20 minutes a day; rotated daily through departments/ 20 minutes a day at home recorded in reading log, signed by parents)	09/01/2010	06/24/2011	All Staff

2.1.1.1. Activity: Reading Minute

Activity Description: Use of daily Reading Minute rotated through departmental classes

Activity Type: None

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/24/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Common resource library of topical readings	General Funds	500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

2.1.1.2. Activity: Reading Apprenticeship Strategies

Activity Description: Reading Apprenticeship Comprehension Strategies by trimester: T1=exit cards
T2=KWL charts or 2-column notes
T3=Talking to the Text (T4)

Activity Type: None

Planned staff responsible for implementing activity: All core content teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/11/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
RA training; strategy resources; Mary Matthews (Reading Consultant)	Title II Part A	2,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

2.1.1.3. Activity: Targets

Activity Description: Target/Benchmark instruction (Key Characteristic: Analysis) Teachers will create essential outcomes and plan lessons according to a pacing guide created by PLC using the outcomes.

Activity Type: None

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/24/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Data Director	Collaborative Grant	5,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

2.1.1.4. Activity: PLC Team

Activity Description: Professional Learning Communities (Team/Vertical) will meet during PLC time by team and across grade levels to analyze various data (Key Characteristic: Dialog)

Activity Type: None

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/11/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC time/Data Director	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

2.1.1.5. Activity: PLC Departmental

Activity Description: Professional Learning Communities (Departmental) will be used to examine & analyze common assessment (Key Characteristic: Data-Driven Decision Making)

Activity Type: None

Planned staff responsible for implementing activity: All core academic staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/11/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Common Assessments; Data Director	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

2.1.1.6. Activity: PLC all staff

Activity Description: PLC time will be used for staff to develop curriculum maps & communicate classroom best practices. (Key Characteristic: Staff Communication)

Activity Type: None

Planned staff responsible for implementing activity: All teaching staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/11/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
State Benchmarks; building meeting schedule	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

2.1.1.7. Activity: SI Team plans

Activity Description: SI Team will plan strategies based on trend data from several sources

Activity Type: None

Planned staff responsible for implementing activity: SI Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/11/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Data Director; Release time	Title II Part A	1,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

2.1.1.8. Activity: silent reading

Activity Description: Sustained Silent Reading 20/20 (20 minutes a day; rotated daily through departments/ 20 minutes a day at home recorded in reading log, signed by parents)

Activity Type: None

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/24/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teaching Staff	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/17/2010	zachery.alena@vdps.net	In Progress	Progress Status changed from Open to In Progress

Goal 3: Writing

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All Lincoln Middle School students will improve their writing skills.

Gap Statement : Based on the 2008 MEAP, 57% of all grade 8 LMS students are proficient. Although we are receiving scores in this area, we see that our students continue to have a need for improvement, specifically our Special Education students.

Cause for Gap : 0% of students scored at an advanced level; four year trend data shows very little difference in proficiency levels.

Multiple measures/sources of data you used to identify this gap in student achievement : Common assessments, DRA scores from 6th grade

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? writing common assessments

Contact Name : Alena Zachery

List of Objectives:

ID	Objective
4661	65% of all our students will achieve the proficient level in writing using the NWEA.

3.1. Objective: writing objective

Measurable Objective Statement to Support Goal : 65% of all our students will achieve the proficient level in writing using the NWEA.

List of Strategies:

ID	Strategy	Locked By
4661	Teachers will use PLC time to create an ongoing dialog concerning writing common assessments and common writing rubrics aligned with benchmarks.	

3.1.1. Strategy: writing strategy

Strategy Statement: Teachers will use PLC time to create an ongoing dialog concerning writing common assessments and common writing rubrics aligned with benchmarks.

Selected Target Areas

SPR (90) III.2.C.3 Results-Driven: Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

SPR (90) V.1.C.1 Process: Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.

SPR (90) V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

SPR (90) V.2.A.2 Dialog About Meaning: The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. R. DuFour, R Eaker ? 1998

Classroom Assessment for Learning RJ Stiggins - Educational Leadership, 2002
classroomassessmentforlearning.com

Educative Assessment: Designing assessments to inform and improve student performance Wiggins, G. (1998). San Francisco, CA: Jossey-Bass Publishers.

Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement ~ R. Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Learning Communities (Team/Vertical) will meet during PLC time by team and across grade levels to analyze various data (Key Characteristic: Dialog)	09/01/2009	06/11/2010	All Staff
Target/Benchmark instruction (Key Characteristic: Analysis)	09/01/2009	06/11/2010	All Staff
Use common rubrics (1 per trimester) for assessment of writing assignments correlating to grade-level genres (Key characteristic: Process)	09/01/2009	06/11/2010	All Language Arts teachers
Pre- & Post-Narrative response writing samples collected in Sept. and May (scored using six-point MEAP ELA rubric)	09/01/2009	06/11/2010	All Language Arts Teachers

3.1.1.1. Activity: PLC Team

Activity Description: Professional Learning Communities (Team/Vertical) will meet during PLC time

by team and across grade levels to analyze various data (Key Characteristic: Dialog)

Activity Type: None

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/11/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC time/Data Director	Consolidated Grant	1,000.00	0.00

3.1.1.2. Activity: Targets

Activity Description: Target/Benchmark instruction (Key Characteristic: Analysis)

Activity Type: None

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/11/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Data Director	Consolidated Grant	1,000.00	0.00

3.1.1.3. Activity: Rubrics

Activity Description: Use common rubrics (1 per trimester) for assessment of writing assignments correlating to grade-level genres (Key characteristic: Process)

Activity Type: None

Planned staff responsible for implementing activity: All Language Arts teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/11/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Collaborative Scoring Rubrics	General Funds	100.00	0.00

3.1.1.4. Activity: writing samples

Activity Description: Pre- & Post-Narrative response writing samples collected in Sept. and May (scored using six-point MEAP ELA rubric)

Activity Type: None

Planned staff responsible for implementing activity: All Language Arts Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 06/11/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
MEAP ELA scoring rubric and writing prompt; Data Director	Consolidated Grant	1,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$600.00	\$0.00
No Funds Required	\$0.00	\$0.00
Special Education	\$300.00	\$0.00
Title II Part A	\$9,000.00	\$0.00
Other	\$5,000.00	\$0.00
Other	\$18,000.00	\$0.00

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Wendy	Cusic	Classroom Teacher	cusic.wendy@vdps.net
Dr.	Nathan	Agauas	Classroom Teacher	agauas.nathan@vdps.net
Ms.	Alena	Zachery	Principal	zachery.alena@vdps.net
Mr.	Derek	Lawson	Assistant Principal	lawson.derek@vdps.net
Mr.	Jonathan	Healy	Classroom Teacher	healy.jonathan@vdps.net
Mrs.	Rachelle	Bierod	Classroom Teacher	beirod.rachelle@vdps.net
Mr.	Leo	Slatin	Classroom Teacher	slatin.leo@vdps.net
Mrs.	Teri	Dilts	Classroom Teacher	dilts.teri@vdps.net

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

The stakeholders have been involved in the planning and design of the school improvement plan through professional development and coaching at the MISD. The team was also given time in the school day to design the plan. They were given opportunities at staff meetings to present proposals to the staff as well as to provide surveys to the staff regarding goals and activities. They will meet monthly in the fall to monitor and evaluate the plan.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

Decisions about the curriculum begin at the teacher level. Each subject matter department meets monthly to discuss best practices as well as assessments. The office of instruction has provided opportunities for teacher in our building to be trained on assessment strategies. These are shared with all stakeholders in our building through PLC time as well as during staff meetings.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

Information will be shared with all stakeholders via the website, via open house/curriculum night, newsletters, conferences, phone calls and letters home, ice cream socials and transition and staff meetings.

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:	Principal
Address:	22500 Federal Ave. Warren, MI 48089
Telephone Number:	586-758-8320

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

The professional development that will need to take place in our building for the 2010-11 school year are training regarding teams- the expectations, agendas, norms, planning IDU's, etc.

We will also need additional support from the MISD regarding Differentiated Instruction, Response to Intervention and Positive Behavior Support.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

The Office of Instruction has allocated funds for the 2010-11 for the implementation of materials, supplies and support staff. Professional development funds have also been allocated for the middle school in particular.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

The district has installed 4 interactive white boards, teachers were also trained in this technology. During the 10-11 school year, teachers will have additional training on using Data Director as well as each department will provide plans on how technology will be infused in instruction, these dialogues will occur during PLC time.

DIP

School Year: 2010

District Name: Van Dyke Public Schools

Intermediate School District: Macomb ISD

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Superintendent: Mrs. Kathleen Spaulding

Building Code: 50220

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

DIP

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **District Improvement Plan template (DIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

District Information

District:	Van Dyke Public Schools
ISD/RESA:	Macomb ISD
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	50220
City:	Warren
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

We see a student-centered school district that recognizes that children are its reason for being, where each child is valued and held in highest esteem, where individual differences and needs are understood, addressed, and respected.

We see a proactive school district that welcomes the challenge to change, using research to continuously implement the best of what we know about how people learn, where every system decision is made to foster and enhance opportunities to refine lifelong learning skills, where learning is viewed as a community asset and everyone is actively committed to success, highest achievement, and quality performance for all.

We see an exemplary school district where the learning environment is grounded in trust and cooperation, where what we do and how we do it is driven by our beliefs and vision and reflects what we know about the best in education.

We see an allied community and school district that mutually support and enhance each other, expressing pride in accomplishments and encouraging growth and innovation.

We see a collaborative community and school district that openly encourage and welcome partnerships for academic, social, and cultural endeavors.

We see all stakeholders in the Van Dyke Schools as a dynamic "community of learners" that publicly affirms and demonstrates that the quest for excellence is a lifelong process.

Mission Statement

Van Dyke Public Schools' mission is to continue to promote educational excellence and provide opportunities for all students to become contributing members of society. This will be accomplished by maintaining comprehensive programs that are responsive to an ever-changing world.

Beliefs Statement

The educational program and process will help students develop the knowledge and intellectual skills necessary to be successful after graduation and throughout life.

Content, instruction, and assessments will be stimulating, intellectually challenging, and relevant to the lives of students.

The district will foster a climate that supports and believes in the success of all students.

Appropriate interventions and remediation will be available to students who are having difficulty, for whatever reason, with meeting curriculum standards, failing classes or dropping out of school.

All students can and will strive to demonstrate proficiency on grade level and high school content standards and on the Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME).

Van Dyke Public Schools will provide an aligned curriculum and deliver instruction that meets the needs of a diverse population.

Van Dyke Public Schools will work to provide adequate time for collaboration among teachers to create and

maintain a well articulated K - 12 curriculum that meets the needs of all students.

Each school will provide time to collaborate with parents, on their student's academic achievement, test results, course selection, plans for post secondary education and career plans.

The professional development program of the district is data driven, collaborative, and needs based. The professional development program is based on current research and best practice.

All students will be assured an equitable curriculum and program offerings.

All students regardless of unique needs will be fully included within all curriculum, instruction and assessment activities whenever possible.

Goals

Name	Development Status	Progress Status
Improve Proficiency in Mathematics	Complete	Open
Improve Proficiency in Reading	Complete	Open
Improve proficiency in science	Complete	Open
Improve Proficiency in Social Studies	Complete	Open

Goal 1: Improve Proficiency in Mathematics

Content Area : Math

Development Status : Complete

Student Goal Statement : Van Dyke Public Schools students will improve proficiency in mathematics.

Gap Statement : Van Dyke Public Schools student achievement on MEAP assessment and Michigan Merit Exam are below county averages

Cause for Gap : Mobility rate of 30% for school district. Changing demographics causing need for culturally responsive instruction. Need for a formal, systemwide response to intervention program needed.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP / MME achievement data, mobility rate for school district, trends in subgroups, attendance data, achievement on grade level content expectations. Black students perform on average of 16 points lower in mathemaics on the 2009 MEAP assessment.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students achieving at least 70% mastery on grade level content expectations as measured by common assessments, MEAP released tests, end of unit - mid year - and end of year assessments. Mastery of a minimum of 70% on MEAP / MME assessments.

Contact Name : Donn Tignanelli

List of Objectives:

Name	Objective
Improve proficiency in mathematics on 2010 MEAP Assessment / 2011 MME	Van Dyke Public Schools students will improve proficiency by a minimum of ten points in mathematics on the 2010 MEAP assessment for students in grades three through eight. Eleventh grade students taking the Michigan Merit Exam will improve prociency by a minimum of ten points for the 2011 testing cycle.

1.1. Objective: Improve proficiency in mathematics on 2010 MEAP

DIP

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Assessment / 2011 MME

Measurable Objective Statement to Support Goal : Van Dyke Public Schools students will improve proficiency by a minimum of ten points in mathematics on the 2010 MEAP assessment for students in grades three through eight. Eleventh grade students taking the Michigan Merit Exam will improve proficiency by a minimum of ten points for the 2011 testing cycle.

List of Strategies:

Name	Strategy
Improve proficiency in mathematics	Targeted response to address deficits in mathematics. Math assistants available to support grade level mathematics instruction. After school math tutoring. Differentiated instruction and response to intervention program implemented in classrooms at all grade levels throughout the school district.

1.1.1. Strategy: Improve proficiency in mathematics

Strategy Statement: Targeted response to address deficits in mathematics. Math assistants available to support grade level mathematics instruction. After school math tutoring. Differentiated instruction and response to intervention program implemented in classrooms at all grade levels throughout the school district.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully

achieve this vision.

Indicator 9 District policies and procedures are collaboratively developed, well understood and consistently and fairly implemented. The district's priority is on clear communication of these policies and procedures to assure the effective operation of the entire system, with an emphasis on equitable practices and meeting the needs of the underserved.

Other Required Information for Strategy

What Works Clearing House research relating to Response to Intervention.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Compass Learning, Study Island, Tutoring	2010-09-07	2011-06-17	Mathematics teachers, intervention teachers, principals

1.1.1.1. Activity: Compass Learning, Study Island, Tutoring

Activity Description: Compass Learning, Study Island, Tutoring

Planned staff responsible for implementing activity: Mathematics teachers, intervention teachers, principals

Actual staff responsible for implementing activity: Donn Tignanelli, Heather Graef, Stephanie LaBelle, Sandy McNeely, Jill Winterfield, Carol Antony.

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-17

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Compass Learning Update	Title I Part A	18,000.00	0.00
Math Tutoring	Section 31 a	60,000.00	0.00

Goal 2: Improve Proficiency in Reading

Content Area : English Language Arts

Development Status : Complete

Student Goal Statement : Van Dyke Public Schools students will improve proficiency in reading.

Gap Statement : Van Dyke Public Schools students are performing below the county average in reading on the MEAP and Michigan Merit Exam assessments.

Cause for Gap : Van Dyke Public Schools has a mobility rate of approximately 30%. More diversity among subgroups is evident as increasing numbers of black students enroll in the district. No process for universal screening of new students to assess performance level in reading or mathematics. No systemic response to intervention plan in the district.

Multiple measures/sources of data you used to identify this gap in student achievement : Black students perform at proficient levels on MEAP assessments an average 14 points below white students. Black students perform lower on Michigan Merit Examination. Failure rate higher among black students in Algebra and English 9.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Improved performance levels in reading on MEAP and Michigan Merit Exam for all students. Improved performance on common assessments and benchmark tests for black students. Improved achievement on grade level content expectations and high school content expectations assessments where students are performing below 70%. Lower failure rate among new students after one trimester / semester in Van Dyke Public Schools.

Contact Name : Donn Tignanelli

List of Objectives:

Name	Objective
Improve Proficiency in Reading	Van Dyke Public Schools students will improve ten points in proficiency on the 2010 MEAP for students in grades 3 through 8. Eleventh grade students will improve proficiency on the Michigan Merit Exam in the area of reading by a minimum of ten points.

2.1. Objective: Improve Proficiency in Reading

Measurable Objective Statement to Support Goal : Van Dyke Public Schools students will improve ten points in proficiency on the 2010 MEAP for students in grades 3 through 8. Eleventh grade students will improve proficiency on the Michigan Merit Exam in the area of reading by a minimum of ten points.

List of Strategies:

Name	Strategy
Improve Proficiency in Reading	Van Dyke Public Schools will implement a systemwide approach to the implementation of F.A.S.T. Reading. The district will develop a universal screening process for assessing the reading level of new students. A systemwide response to intervention program will be established for Van Dyke Public Schools.

2.1.1. Strategy: Improve Proficiency in Reading

Strategy Statement: Van Dyke Public Schools will implement a systemwide approach to the implementation of F.A.S.T. Reading. The district will develop a universal screening process for assessing the reading level of new students. A systemwide response to intervention program will be established for Van Dyke Public Schools.

Selected Target Areas

Indicator 1	The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.
Indicator 17	Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.
Indicator 18	District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.
Indicator 2	The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.
Indicator 5	The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.
Indicator 9	District policies and procedures are collaboratively developed, well understood and consistently and fairly implemented. The district's priority is on clear communication of these policies and procedures to assure the effective operation of the entire system, with an emphasis on equitable practices and meeting the needs of the underserved.

Other Required Information for Strategy

What Works Clearing House research relating to the success of F.A.S.T. Reading and Response to Intervention. U.S. Department of Education research relating to Response to Intervention.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Improve Proficiency in Reading	2010-09-07	2011-06-17	F.A.S.T. Reading teachers, intervention teachers, principals.

2.1.1.1. Activity: Improve Proficiency in Reading

Activity Description: Implementation plan for F.A.S.T. Reading. Data collection process for analyzing the impact of F.A.S.T. Reading. Specific Middle and High School F.A.S.T. Reading intervention program to supplement core content reading.

Planned staff responsible for implementing activity: F.A.S.T. Reading teachers, intervention teachers, principals.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-17

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
F.A.S.T. Professional Development	Title II Part A	40,000.00	0.00

Goal 3: Improve proficiency in science

Content Area : Science

Development Status : Complete

Student Goal Statement : Van Dyke Public Schools students will increase proficiency in science.

Gap Statement : Proficiency levels in science on the fifth grade and eighth grade science MEAP assessments have been decreasing for the past three years.

Cause for Gap : The Van Dyke Public Schools K - 8 science curriculum was out of alignment with most recent revision of grade level content expectations for science.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP assessment and Michigan Merit Exam results.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP and Michigan Merit Exam assessments, common formative and summative assessments, benchmark tests, Study Island and Compass Learning. Seventy percent mastery rate on grade level content expectations for science.

Contact Name : Donn Tignanelli

List of Objectives:

Name	Objective
Improve science proficiency	Van Dyke Public Schools students will improve proficiency by minimum ten points in science on the 2010 MEAP assessment for students in grade 3 to 8. Grade 11 student will improve proficiency by a minimum of ten points on the 2011 Michigan Merit Exam.

3.1. Objective: Improve science proficiency

Measurable Objective Statement to Support Goal : Van Dyke Public Schools students will improve proficiency by minimum ten points in science on the 2010 MEAP assessment for students in grade 3 to 8. Grade 11 student will improve proficiency by a minimum of ten points on the 2011 Michigan Merit Exam.

List of Strategies:

Name	Strategy
Improve proficiency in science	Targeted response to address deficits in science. Before and after school tutoring. Implementation of supplemental programs designed to improve proficiency on GLCEs where students have not performed at proficient levels.

3.1.1. Strategy: Improve proficiency in science

Strategy Statement: Targeted response to address deficits in science. Before and after school tutoring. Implementation of supplemental programs designed to improve proficiency on GLCEs where students have not performed at proficient levels.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels.

The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

Indicator 9 District policies and procedures are collaboratively developed, well understood and consistently and fairly implemented. The district's priority is on clear communication of these policies and procedures to assure the effective operation of the entire system, with an emphasis on equitable practices and meeting the needs of the underserved.

Other Required Information for Strategy

What Works Clearing House, US Department of Education research related to Response to Intervention.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Improve science proficiency	2010-09-07	2011-06-17	Media teachers, science teachers, grade level teachers, academic support teachers at Lincoln High School

3.1.1.1. Activity: Improve science proficiency

Activity Description: Compass Learning, Study Island, tiered instruction

Planned staff responsible for implementing activity: Media teachers, science teachers, grade level teachers, academic support teachers at Lincoln High School

Actual staff responsible for implementing activity: Donn Tignanelli, Carol Anthony, Heather Graef, Stephanie LaBelle, Sandy McNeely, Jill Winterfield

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-17

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Compass Learning	Title I Part A	18,000.00	0.00

Goal 4: Improve Proficiency in Social Studies

Content Area : Social Studies

Development Status : Complete

Student Goal Statement : Van Dyke Public Schools students will increase proficiency rates on the MEAP and MME Social Studies assessments by a minimum of ten points during the 2010 MEAP testing cycle and the 2011 MME.

Gap Statement : Van Dyke Public Schools students score below State and County averages on the MEAP and

Cause for Gap : Until recently, the Social Studies curriculum for Van Dyke Public Schools was not in alignment with the changes that were made to the Michigan Curriculum Framework for Social Studies. Updated materials and resources that are aligned with the Michigan Grade Level And High School Content Expectations were not available or implemented in classrooms.

Multiple measures/sources of data you used to identify this gap in student achievement : School and district MEAP scores for the past three year period. High School MME scores for the past two years.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Grade level common assessments to be developed by grade / course. School and district MEAP and MME scores.

Contact Name : Donn Tignanelli

List of Objectives:

Name	Objective
Improve Social Studies Proficiency	Students will improve proficiency by a minimum of ten points on the grade 6 and 9 Social Studies MEAP assessment. Grade 11 students will improve proficiency by a minimum of ten points on the 2011 Michigan Merit Exam.

4.1. Objective: Improve Social Studies Proficiency

Measurable Objective Statement to Support Goal : Students will improve proficiency by a minimum of ten points on the grade 6 and 9 Social Studies MEAP assessment. Grade 11 students will improve proficiency by a minimum of ten points on the 2011 Michigan Merit Exam.

List of Strategies:

Name	Strategy
Improve proficiency in Social Studies	Using data generated from common assessments relating to social studies core content and practice tests, students struggling to meet proficiency on identified GLCEs and HSCEs will receive tier II RTI interventions.

4.1.1. Strategy: Improve proficiency in Social Studies

Strategy Statement: Using data generated from common assessments relating to social studies core content and practice tests, students struggling to meet proficiency on identified GLCEs and HSCEs will receive tier II RTI interventions.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Indicator 9 District policies and procedures are collaboratively developed, well understood and consistently and fairly implemented. The district's priority is on clear communication of these policies and procedures to assure the effective operation of the entire system, with an emphasis on equitable practices and meeting the needs of the underserved.

Other Required Information for Strategy

What Works Clearinghouse; Professional Learning Communities / DuFour; Data Decision Making /
Bernhardt

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Classroom Differentiation Professional Development	2010-09-01	2010-11-02	Donn Tignanelli, Assistant Superintendent of Curriculum and Instruction and Marcia Powell, Principal of McKinley Elementary School.

4.1.1.1. Activity: Classroom Differentiation Professional Development

Activity Description: Classroom Differentiation Professional Development provided by John McCarthy educational consultant from the Wayne County Regional Education Agency (RESA). Schools will be required to develop a plan for differentiation as a result of the two professional development programs. Development of common assessments and on-going review of data related to student proficiency.

Planned staff responsible for implementing activity: Donn Tignanelli, Assistant Superintendent of Curriculum and Instruction and Marcia Powell, Principal of McKinley Elementary School.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2010-11-02

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Differentiated Instruction - Professional Development	Title II Part A	7,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$47,000.00	\$0.00
Title I Part A	\$36,000.00	\$0.00
Section 31 a	\$60,000.00	\$0.00

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Jill	Winterfield	Curriculum Coordinator	winterfield.jill@vdps.net
Ms.	Carol	Anthony	School Improvement Facili	anthony.carol@vdps.net
Mrs.	Alena	Zachery	Principal	zachery.alena@vdps.net
Mrs.	Marcia	Powell	McKinley Principals	powell.marcia@vdps.net

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

Teachers, principals, curriculum coordinators will work together to develop the curriculum. Implementation will be monitored by the Assistant Superintendent of Curriculum and Instruction and principals. Parents will receive course outlines / communications describing grade level content expectations including how their child(ren) will be assessed. A district parent involvement advisory council will provide support to the district improvement plan.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

Teachers, principals, curriculum coordinators will work together to develop the curriculum. Implementation will be monitored by the Assistant Superintendent of Curriculum and Instruction and principals. Parents will receive course outlines / communications describing grade level content expectations including how their child(ren) will be assessed. Stakeholders will work through professional learning communities to collaborate to ensure that the needs of all learners are met.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

Parent / Guardians will receive institution and student information and progress through regular communications at the classroom and school level. Principals will approve communications to ensure that stakeholders are able to understand the information in parent friendly language. The district improvement plan will be posted on the Van Dyke Public Schools website.

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:

Assistant Superintendent of Curriculum and Instruction

Address:

23500 Mac Arthur

Telephone Number:

586.759.9404

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

Regular time for the implementation of professional learning communities will be necessary to support the successful implementation of the school improvement plan. In addition, support from the Macomb Intermediate School District will be necessary to assist and support the development of common formative and summative assessments. A professional development theme presented at the district and building levels will focus on differentiated instruction for the 2010 - 2011 school year.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

Funds from Title IIA will be appropriated to provide funds for teacher collaboration time and professional development for curriculum differentiation. Teachers will continue to work to develop skills related to working with achievement, demographic, process, and perception data in an effort to increase student achievement. Title I funds will be utilized to provide supplemental programs to improve achievement in core academic instruction. Teachers will be given support in the areas of response to intervention and differentiated instruction to ensure the success of the district improvement plan.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

Teachers will utilize classroom performance technology to be able to implement formative assessments. Teachers will enter assessments into data director (data warehouse) along with student scores in an effort to collect information relating to student achievement. Net book carts will support the implementation of supplemental computer programs including Compass Learning and Study Island. Interactive white boards will be utilized in schools / classrooms where they are available to present supplemental programs to students including F.A.S.T. Reading. Teachers in recently renovated classrooms will use interactive whiteboards to present supplemental programs such as F.A.S.T.

DIP

School Year: 2010

District Name: Van Dyke Public Schools

Intermediate School District: Macomb ISD

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Superintendent: Mrs. Kathleen Spaulding

Building Code: 50220

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

DIP

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **District Improvement Plan template (DIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

District Information

District:	Van Dyke Public Schools
ISD/RESA:	Macomb ISD
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	50220
City:	Warren
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

We see a student-centered school district that recognizes that children are its reason for being, where each child is valued and held in highest esteem, where individual differences and needs are understood, addressed, and respected.

We see a proactive school district that welcomes the challenge to change, using research to continuously implement the best of what we know about how people learn, where every system decision is made to foster and enhance opportunities to refine lifelong learning skills, where learning is viewed as a community asset and everyone is actively committed to success, highest achievement, and quality performance for all.

We see an exemplary school district where the learning environment is grounded in trust and cooperation, where what we do and how we do it is driven by our beliefs and vision and reflects what we know about the best in education.

We see an allied community and school district that mutually support and enhance each other, expressing pride in accomplishments and encouraging growth and innovation.

We see a collaborative community and school district that openly encourage and welcome partnerships for academic, social, and cultural endeavors.

We see all stakeholders in the Van Dyke Schools as a dynamic "community of learners" that publicly affirms and demonstrates that the quest for excellence is a lifelong process.

Mission Statement

Van Dyke Public Schools' mission is to continue to promote educational excellence and provide opportunities for all students to become contributing members of society. This will be accomplished by maintaining comprehensive programs that are responsive to an ever-changing world.

Beliefs Statement

The educational program and process will help students develop the knowledge and intellectual skills necessary to be successful after graduation and throughout life.

Content, instruction, and assessments will be stimulating, intellectually challenging, and relevant to the lives of students.

The district will foster a climate that supports and believes in the success of all students.

Appropriate interventions and remediation will be available to students who are having difficulty, for whatever reason, with meeting curriculum standards, failing classes or dropping out of school.

All students can and will strive to demonstrate proficiency on grade level and high school content standards and on the Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME).

Van Dyke Public Schools will provide an aligned curriculum and deliver instruction that meets the needs of a diverse population.

Van Dyke Public Schools will work to provide adequate time for collaboration among teachers to create and

maintain a well articulated K - 12 curriculum that meets the needs of all students.

Each school will provide time to collaborate with parents, on their student's academic achievement, test results, course selection, plans for post secondary education and career plans.

The professional development program of the district is data driven, collaborative, and needs based. The professional development program is based on current research and best practice.

All students will be assured an equitable curriculum and program offerings.

All students regardless of unique needs will be fully included within all curriculum, instruction and assessment activities whenever possible.

Goals

Name	Development Status	Progress Status
Improve Proficiency in Mathematics	Complete	Open
Improve Proficiency in Reading	Complete	Open
Improve proficiency in science	Complete	Open
Improve Proficiency in Social Studies	Complete	Open

Goal 1: Improve Proficiency in Mathematics

Content Area : Math

Development Status : Complete

Student Goal Statement : Van Dyke Public Schools students will improve proficiency in mathematics.

Gap Statement : Van Dyke Public Schools student achievement on MEAP assessment and Michigan Merit Exam are below county averages

Cause for Gap : Mobility rate of 30% for school district. Changing demographics causing need for culturally responsive instruction. Need for a formal, systemwide response to intervention program needed.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP / MME achievement data, mobility rate for school district, trends in subgroups, attendance data, achievement on grade level content expectations. Black students perform on average of 16 points lower in mathemaics on the 2009 MEAP assessment.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students achieving at least 70% mastery on grade level content expectations as measured by common assessments, MEAP released tests, end of unit - mid year - and end of year assessments. Mastery of a minimum of 70% on MEAP / MME assessments.

Contact Name : Donn Tignanelli

List of Objectives:

Name	Objective
Improve proficiency in mathematics on 2010 MEAP Assessment / 2011 MME	Van Dyke Public Schools students will improve proficiency by a minimum of ten points in mathematics on the 2010 MEAP assessment for students in grades three through eight. Eleventh grade students taking the Michigan Merit Exam will improve prociency by a minimum of ten points for the 2011 testing cycle.

1.1. Objective: Improve proficiency in mathematics on 2010 MEAP

DIP

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Assessment / 2011 MME

Measurable Objective Statement to Support Goal : Van Dyke Public Schools students will improve proficiency by a minimum of ten points in mathematics on the 2010 MEAP assessment for students in grades three through eight. Eleventh grade students taking the Michigan Merit Exam will improve proficiency by a minimum of ten points for the 2011 testing cycle.

List of Strategies:

Name	Strategy
Improve proficiency in mathematics	Targeted response to address deficits in mathematics. Math assistants available to support grade level mathematics instruction. After school math tutoring. Differentiated instruction and response to intervention program implemented in classrooms at all grade levels throughout the school district.

1.1.1. Strategy: Improve proficiency in mathematics

Strategy Statement: Targeted response to address deficits in mathematics. Math assistants available to support grade level mathematics instruction. After school math tutoring. Differentiated instruction and response to intervention program implemented in classrooms at all grade levels throughout the school district.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully

achieve this vision.

Indicator 9 District policies and procedures are collaboratively developed, well understood and consistently and fairly implemented. The district's priority is on clear communication of these policies and procedures to assure the effective operation of the entire system, with an emphasis on equitable practices and meeting the needs of the underserved.

Other Required Information for Strategy

What Works Clearing House research relating to Response to Intervention.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Compass Learning, Study Island, Tutoring	2010-09-07	2011-06-17	Mathematics teachers, intervention teachers, principals

1.1.1.1. Activity: Compass Learning, Study Island, Tutoring

Activity Description: Compass Learning, Study Island, Tutoring

Planned staff responsible for implementing activity: Mathematics teachers, intervention teachers, principals

Actual staff responsible for implementing activity: Donn Tignanelli, Heather Graef, Stephanie LaBelle, Sandy McNeely, Jill Winterfield, Carol Antony.

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-17

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Compass Learning Update	Title I Part A	18,000.00	0.00
Math Tutoring	Section 31 a	60,000.00	0.00

Goal 2: Improve Proficiency in Reading

Content Area : English Language Arts

Development Status : Complete

Student Goal Statement : Van Dyke Public Schools students will improve proficiency in reading.

Gap Statement : Van Dyke Public Schools students are performing below the county average in reading on the MEAP and Michigan Merit Exam assessments.

Cause for Gap : Van Dyke Public Schools has a mobility rate of approximately 30%. More diversity among subgroups is evident as increasing numbers of black students enroll in the district. No process for universal screening of new students to assess performance level in reading or mathematics. No systemic response to intervention plan in the district.

Multiple measures/sources of data you used to identify this gap in student achievement : Black students perform at proficient levels on MEAP assessments an average 14 points below white students. Black students perform lower on Michigan Merit Examination. Failure rate higher among black students in Algebra and English 9.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Improved performance levels in reading on MEAP and Michigan Merit Exam for all students. Improved performance on common assessments and benchmark tests for black students. Improved achievement on grade level content expectations and high school content expectations assessments where students are performing below 70%. Lower failure rate among new students after one trimester / semester in Van Dyke Public Schools.

Contact Name : Donn Tignanelli

List of Objectives:

Name	Objective
Improve Proficiency in Reading	Van Dyke Public Schools students will improve ten points in proficiency on the 2010 MEAP for students in grades 3 through 8. Eleventh grade students will improve proficiency on the Michigan Merit Exam in the area of reading by a minimum of ten points.

2.1. Objective: Improve Proficiency in Reading

Measurable Objective Statement to Support Goal : Van Dyke Public Schools students will improve ten points in proficiency on the 2010 MEAP for students in grades 3 through 8. Eleventh grade students will improve proficiency on the Michigan Merit Exam in the area of reading by a minimum of ten points.

List of Strategies:

Name	Strategy
Improve Proficiency in Reading	Van Dyke Public Schools will implement a systemwide approach to the implementation of F.A.S.T. Reading. The district will develop a universal screening process for assessing the reading level of new students. A systemwide response to intervention program will be established for Van Dyke Public Schools.

2.1.1. Strategy: Improve Proficiency in Reading

Strategy Statement: Van Dyke Public Schools will implement a systemwide approach to the implementation of F.A.S.T. Reading. The district will develop a universal screening process for assessing the reading level of new students. A systemwide response to intervention program will be established for Van Dyke Public Schools.

Selected Target Areas

Indicator 1	The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.
Indicator 17	Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.
Indicator 18	District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.
Indicator 2	The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.
Indicator 5	The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.
Indicator 9	District policies and procedures are collaboratively developed, well understood and consistently and fairly implemented. The district's priority is on clear communication of these policies and procedures to assure the effective operation of the entire system, with an emphasis on equitable practices and meeting the needs of the underserved.

Other Required Information for Strategy

What Works Clearing House research relating to the success of F.A.S.T. Reading and Response to Intervention. U.S. Department of Education research relating to Response to Intervention.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Improve Proficiency in Reading	2010-09-07	2011-06-17	F.A.S.T. Reading teachers, intervention teachers, principals.

2.1.1.1. Activity: Improve Proficiency in Reading

Activity Description: Implementation plan for F.A.S.T. Reading. Data collection process for analyzing the impact of F.A.S.T. Reading. Specific Middle and High School F.A.S.T. Reading intervention program to supplement core content reading.

Planned staff responsible for implementing activity: F.A.S.T. Reading teachers, intervention teachers, principals.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-17

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
F.A.S.T. Professional Development	Title II Part A	40,000.00	0.00

Goal 3: Improve proficiency in science

Content Area : Science

Development Status : Complete

Student Goal Statement : Van Dyke Public Schools students will increase proficiency in science.

Gap Statement : Proficiency levels in science on the fifth grade and eighth grade science MEAP assessments have been decreasing for the past three years.

Cause for Gap : The Van Dyke Public Schools K - 8 science curriculum was out of alignment with most recent revision of grade level content expectations for science.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP assessment and Michigan Merit Exam results.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP and Michigan Merit Exam assessments, common formative and summative assessments, benchmark tests, Study Island and Compass Learning. Seventy percent mastery rate on grade level content expectations for science.

Contact Name : Donn Tignanelli

List of Objectives:

Name	Objective
Improve science proficiency	Van Dyke Public Schools students will improve proficiency by minimum ten points in science on the 2010 MEAP assessment for students in grade 3 to 8. Grade 11 student will improve proficiency by a minimum of ten points on the 2011 Michigan Merit Exam.

3.1. Objective: Improve science proficiency

Measurable Objective Statement to Support Goal : Van Dyke Public Schools students will improve proficiency by minimum ten points in science on the 2010 MEAP assessment for students in grade 3 to 8. Grade 11 student will improve proficiency by a minimum of ten points on the 2011 Michigan Merit Exam.

List of Strategies:

Name	Strategy
Improve proficiency in science	Targeted response to address deficits in science. Before and after school tutoring. Implementation of supplemental programs designed to improve proficiency on GLCEs where students have not performed at proficient levels.

3.1.1. Strategy: Improve proficiency in science

Strategy Statement: Targeted response to address deficits in science. Before and after school tutoring. Implementation of supplemental programs designed to improve proficiency on GLCEs where students have not performed at proficient levels.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels.

The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

Indicator 9 District policies and procedures are collaboratively developed, well understood and consistently and fairly implemented. The district's priority is on clear communication of these policies and procedures to assure the effective operation of the entire system, with an emphasis on equitable practices and meeting the needs of the underserved.

Other Required Information for Strategy

What Works Clearing House, US Department of Education research related to Response to Intervention.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Improve science proficiency	2010-09-07	2011-06-17	Media teachers, science teachers, grade level teachers, academic support teachers at Lincoln High School

3.1.1.1. Activity: Improve science proficiency

Activity Description: Compass Learning, Study Island, tiered instruction

Planned staff responsible for implementing activity: Media teachers, science teachers, grade level teachers, academic support teachers at Lincoln High School

Actual staff responsible for implementing activity: Donn Tignanelli, Carol Anthony, Heather Graef, Stephanie LaBelle, Sandy McNeely, Jill Winterfield

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-17

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Compass Learning	Title I Part A	18,000.00	0.00

Goal 4: Improve Proficiency in Social Studies

Content Area : Social Studies

Development Status : Complete

Student Goal Statement : Van Dyke Public Schools students will increase proficiency rates on the MEAP and MME Social Studies assessments by a minimum of ten points during the 2010 MEAP testing cycle and the 2011 MME.

Gap Statement : Van Dyke Public Schools students score below State and County averages on the MEAP and

Cause for Gap : Until recently, the Social Studies curriculum for Van Dyke Public Schools was not in alignment with the changes that were made to the Michigan Curriculum Framework for Social Studies. Updated materials and resources that are aligned with the Michigan Grade Level And High School Content Expectations were not available or implemented in classrooms.

Multiple measures/sources of data you used to identify this gap in student achievement : School and district MEAP scores for the past three year period. High School MME scores for the past two years.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Grade level common assessments to be developed by grade / course. School and district MEAP and MME scores.

Contact Name : Donn Tignanelli

List of Objectives:

Name	Objective
Improve Social Studies Proficiency	Students will improve proficiency by a minimum of ten points on the grade 6 and 9 Social Studies MEAP assessment. Grade 11 students will improve proficiency by a minimum of ten points on the 2011 Michigan Merit Exam.

4.1. Objective: Improve Social Studies Proficiency

Measurable Objective Statement to Support Goal : Students will improve proficiency by a minimum of ten points on the grade 6 and 9 Social Studies MEAP assessment. Grade 11 students will improve proficiency by a minimum of ten points on the 2011 Michigan Merit Exam.

List of Strategies:

Name	Strategy
Improve proficiency in Social Studies	Using data generated from common assessments relating to social studies core content and practice tests, students struggling to meet proficiency on identified GLCEs and HSCEs will receive tier II RTI interventions.

4.1.1. Strategy: Improve proficiency in Social Studies

Strategy Statement: Using data generated from common assessments relating to social studies core content and practice tests, students struggling to meet proficiency on identified GLCEs and HSCEs will receive tier II RTI interventions.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Indicator 9 District policies and procedures are collaboratively developed, well understood and consistently and fairly implemented. The district's priority is on clear communication of these policies and procedures to assure the effective operation of the entire system, with an emphasis on equitable practices and meeting the needs of the underserved.

Other Required Information for Strategy

What Works Clearinghouse; Professional Learning Communities / DuFour; Data Decision Making /
Bernhardt

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Classroom Differentiation Professional Development	2010-09-01	2010-11-02	Donn Tignanelli, Assistant Superintendent of Curriculum and Instruction and Marcia Powell, Principal of McKinley Elementary School.

4.1.1.1. Activity: Classroom Differentiation Professional Development

Activity Description: Classroom Differentiation Professional Development provided by John McCarthy educational consultant from the Wayne County Regional Education Agency (RESA). Schools will be required to develop a plan for differentiation as a result of the two professional development programs. Development of common assessments and on-going review of data related to student proficiency.

Planned staff responsible for implementing activity: Donn Tignanelli, Assistant Superintendent of Curriculum and Instruction and Marcia Powell, Principal of McKinley Elementary School.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2010-11-02

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Differentiated Instruction - Professional Development	Title II Part A	7,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$47,000.00	\$0.00
Title I Part A	\$36,000.00	\$0.00
Section 31 a	\$60,000.00	\$0.00

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Jill	Winterfield	Curriculum Coordinator	winterfield.jill@vdps.net
Ms.	Carol	Anthony	School Improvement Facili	anthony.carol@vdps.net
Mrs.	Alena	Zachery	Principal	zachery.alena@vdps.net
Mrs.	Marcia	Powell	McKinley Principals	powell.marcia@vdps.net

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

Teachers, principals, curriculum coordinators will work together to develop the curriculum. Implementation will be monitored by the Assistant Superintendent of Curriculum and Instruction and principals. Parents will receive course outlines / communications describing grade level content expectations including how their child(ren) will be assessed. A district parent involvement advisory council will provide support to the district improvement plan.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

Teachers, principals, curriculum coordinators will work together to develop the curriculum. Implementation will be monitored by the Assistant Superintendent of Curriculum and Instruction and principals. Parents will receive course outlines / communications describing grade level content expectations including how their child(ren) will be assessed. Stakeholders will work through professional learning communities to collaborate to ensure that the needs of all learners are met.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

Parent / Guardians will receive institution and student information and progress through regular communications at the classroom and school level. Principals will approve communications to ensure that stakeholders are able to understand the information in parent friendly language. The district improvement plan will be posted on the Van Dyke Public Schools website.

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:

Assistant Superintendent of Curriculum and Instruction

Address:

23500 Mac Arthur

Telephone Number:

586.759.9404

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

Regular time for the implementation of professional learning communities will be necessary to support the successful implementation of the school improvement plan. In addition, support from the Macomb Intermediate School District will be necessary to assist and support the development of common formative and summative assessments. A professional development theme presented at the district and building levels will focus on differentiated instruction for the 2010 - 2011 school year.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

Funds from Title IIA will be appropriated to provide funds for teacher collaboration time and professional development for curriculum differentiation. Teachers will continue to work to develop skills related to working with achievement, demographic, process, and perception data in an effort to increase student achievement. Title I funds will be utilized to provide supplemental programs to improve achievement in core academic instruction. Teachers will be given support in the areas of response to intervention and differentiated instruction to ensure the success of the district improvement plan.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

Teachers will utilize classroom performance technology to be able to implement formative assessments. Teachers will enter assessments into data director (data warehouse) along with student scores in an effort to collect information relating to student achievement. Net book carts will support the implementation of supplemental computer programs including Compass Learning and Study Island. Interactive white boards will be utilized in schools / classrooms where they are available to present supplemental programs to students including F.A.S.T. Reading. Teachers in recently renovated classrooms will use interactive whiteboards to present supplemental programs such as F.A.S.T.

APPENDIX A

COLLECTIVE BARGAINING AGREEMENTS

Memorandum of Understanding

Between

The Board of Education of the Van Dyke Public Schools

And

The Professional Personnel of Van Dyke

The Board and the Professional Personnel of Van Dyke (PPVD) have agreed to a performance-based compensation of \$1,000, which is to be shared equally among the teaching staff at Lincoln Middle School, for increasing student achievement on the Michigan Education Assessment Program (MEAP) test by 10%.



For the Association



For the Board of Education

November 4, 2010

Date

November 4, 2010

Date

Memorandum of Understanding

Between

The Board of Education of the Van Dyke Public Schools

And

The Professional Personnel of Van Dyke The Board and the Professional Personnel of Van Dyke (PPVD) have agreed to a teacher evaluation process for the 2010/2011 school year which includes performance evaluation procedures and meets the requirements of the MCL.380.1249.



For the Association



For the Board of Education

November 4, 2010

Date

November 4, 2010

Date

Memorandum of Understanding

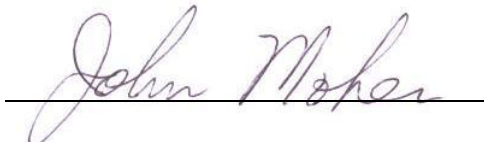
Between

The Board of Education of the Van Dyke Public Schools

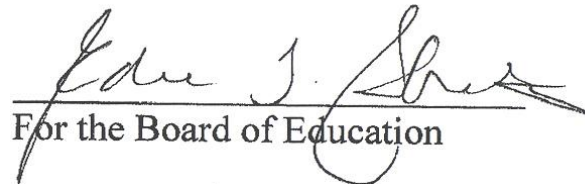
And

The Professional Personnel of Van Dyke

It is understood between the Board and the Professional Personnel of Van Dyke (PPVD) that both parties will work collaboratively to study and develop an evaluation process which meets the requirements of the MCL 380.1249 and 380.1250 requiring the implementation of new performance evaluation procedures and establishment of performance-based compensation for teachers.



For the Association



For the Board of Education

November 1, 2010

Date

November 1, 2010

Date

VAN DYKE PUBLIC SCHOOLS

PERFORMANCE REVIEW

PROBATIONARY TEACHER MID YEAR

EMPLOYEE: _____

BUILDING: _____ ASSIGNMENT/LEVEL: _____

DATES OF OBSERVATIONS: _____

OBSERVED BY: _____

CONTRACT STATUS: **Probationary:** 1st year ____ 2nd year ____ 3rd year ____ 4th year ____

NOTE: *The SECOND review (due at the end of the school year) shall be submitted on the "narrative" evaluation form.*

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**EVALUATION**

Evaluation of the effectiveness of teaching is an important function of the administration. Without knowledge of the professional's techniques and practices, guidance cannot maximize strengths and improve weaknesses.

Evaluation, if it is to serve both as a guidance and a rating function, must be a cooperative process. This means that teachers should have an opportunity to familiarize themselves with the items listed. This will serve the dual purpose of presenting the objectives they are expected to achieve and provide a standard for self-analysis.

The main purpose of evaluation:

1. To insure the best education possible for all students through stimulating growth and development of the professional staff.
2. To evaluate teachers so that they may be assigned, placed on tenure, transferred, promoted or in some cases, discharged.
3. To improve communication between teachers and administrators.

The following areas of teacher behavior have relevance for successful teaching. Complete this report by marking the performance for each category. Plan to meet with each teacher forty-eight (48) hours from the date of each final evaluation.



Employee: \_\_\_\_\_

Date: \_\_\_\_\_

| PERFORMANCE CRITERIA                                                     | GOOD | <i>SATISFACTORY</i> | NEEDS<br>IMPROVEMENT | NOT<br>SATISFACTORY |
|--------------------------------------------------------------------------|------|---------------------|----------------------|---------------------|
| I. Knowledge of Subject Matter                                           |      |                     |                      |                     |
| II. Ability to Impart Knowledge                                          |      |                     |                      |                     |
| III. Classroom Management<br>(Planning, Use of Time, Transitions)        |      |                     |                      |                     |
| IV. Manner and Efficiency of Pupil Discipline                            |      |                     |                      |                     |
| V. Rapport with Students                                                 |      |                     |                      |                     |
| VI. Rapport with Teachers,<br>Administrators and Staff                   |      |                     |                      |                     |
| VII. Rapport with Parents                                                |      |                     |                      |                     |
| VIII. Physical and Mental Ability to<br>Withstand the Strain of Teaching |      |                     |                      |                     |
| IX. Contributing Member of Staff                                         |      |                     |                      |                     |
| X. Lesson Plans and Preparation                                          |      |                     |                      |                     |
| XI. Punctuality                                                          |      |                     |                      |                     |

**XII. STUDENT GROWTH (Attach appropriate documentation)**

**In collaboration with the principal, the teacher will select a minimum of 2 measures:**

*(If you are teaching both reading and math, it is recommended that you select 1 reading and 1 math assessment)*

| Measurement                            | Beginning Average |  | Final Average |
|----------------------------------------|-------------------|--|---------------|
| MLPP/DRA                               |                   |  |               |
| Common Assessment                      |                   |  |               |
| Standardized Test                      |                   |  |               |
| Student Performance<br>Project/Product |                   |  |               |
| Special Education                      |                   |  |               |
| NWEA                                   |                   |  |               |
| Other                                  |                   |  |               |

**EVIDENCE OF STUDENT GROWTH**

**Supporting documentation attached**

\_\_\_\_\_

Yes

\_\_\_\_\_

No

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

**XIII. ATTENDANCE (CURRENT YEAR)**

Days Used to Date: Sick \_\_\_\_\_ Personal Business \_\_\_\_\_ Dock \_\_\_\_\_

**XIV. SCHOOL/DISTRICT INVOLVEMENT (volunteer, committee, supplemental):**

**XV. STATUS OF CERTIFICATION:**

Provisional \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Professional \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Continuing \_\_\_\_\_

**XVI. COMMENTS/RECOMMENDATIONS:**

**XVII. PROGRESS OF INDIVIDUALIZED DEVELOPMENT PLAN TO DATE:**

**EVALUATOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**TEACHER'S SIGNATURE\*:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

*\* The teacher's signature does not necessarily imply agreement with the contents of the evaluation.*

cc: Teacher, Evaluator/Supervisor and Personnel File

VAN DYKE PUBLIC SCHOOLS

***PERFORMANCE REVIEW***

**PROBATIONARY TEACHER YEAR END**

EMPLOYEE: \_\_\_\_\_

BUILDING: \_\_\_\_\_ ASSIGNMENT/LEVEL: \_\_\_\_\_

DATES OF OBSERVATIONS: \_\_\_\_\_

OBSERVED BY: \_\_\_\_\_

CONTRACT STATUS: **Probationary:** 1st year \_\_\_\_ 2nd year \_\_\_\_ 3rd year \_\_\_\_ 4th year \_\_\_\_

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EVALUATION

Evaluation of the effectiveness of teaching is an important function of the administration. Without knowledge of the professional's techniques and practices, guidance cannot maximize strengths and improve weaknesses.

Evaluation, if it is to serve both as a guidance and a rating function, must be a cooperative process. This means that teachers should have an opportunity to familiarize themselves with the items listed. This will serve the dual purpose of presenting the objectives they are expected to achieve and provide a standard for self-analysis.

The main purpose of evaluation:

1. To insure the best education possible for all students through stimulating growth and development of the professional staff.
2. To evaluate teachers so that they may be assigned, placed on tenure, transferred, promoted or in some cases, discharged.
3. To improve communication between teachers and administrators.

The following areas of teacher behavior have relevance for successful teaching. Complete this report by marking the performance for each category. Plan to meet with each teacher forty-eight (48) hours from the date of each final evaluation.

Employee: _____ Date: _____

I. KNOWLEDGE OF SUBJECT MATTER:

SATISFACTORY ____ UNSATISFACTORY ____

Does the teacher know the academic area at the level that is being taught? The use of correct grammar, punctuation and spelling are a part of this standard. The teacher's subject matter is appropriate for the grade level being taught.

SUPPORTING COMMENTS:

II. ABILITY TO IMPART KNOWLEDGE:

SATISFACTORY ____ UNSATISFACTORY ____

Ability to create positive learning environment. Failure or refusal to teach prescribed curriculum. Desirable performance also includes productive use of student's time, good inquiry techniques, use of a variety of appropriate teaching materials to enrich pupil curriculum and ability to impart subject matter in a manner that recognizes individual differences.

SUPPORTING COMMENTS:

III. CLASSROOM MANAGEMENT:

SATISFACTORY ____ UNSATISFACTORY ____

Activities are planned, transitions are smooth and there is nominal waste of classroom time in non-instructional activities.

SUPPORTING COMMENTS:

Employee: _____ Date: _____

IV. THE MANNER AND EFFICIENCY OF PUPIL DISCIPLINE:

SATISFACTORY ____ UNSATISFACTORY ____

Appropriate and consistent use of discipline without fostering fear or ridicule. Good classroom control without excessive force to obtain a positive learning environment. Classroom standards are stated and maintained. The safety and well-being of the students are adequately maintained. There is no evidence of indiscriminate penalization of students without just cause. Most disciplinary problems are handled positively by the teacher.

SUPPORTING COMMENTS:

V. RAPPORT WITH STUDENTS:

SATISFACTORY ____ UNSATISFACTORY ____

Good working relations with pupils. The teacher shows empathy and respect for the students. Acceptance of constructive criticism to improve relationships with pupils is evident. Self-restraint and tact are used with pupils.

SUPPORTING COMMENTS:

VI. RAPPORT WITH PARENTS, TEACHERS, ADMINISTRATORS:

SATISFACTORY ____ UNSATISFACTORY ____

Evidence that the teacher is willing to work with colleagues and administrators when appropriate. The teacher has earned the respect of his/her colleagues and parents. The teacher is willing to accept constructive criticism and seeks assistance from "specialists" and administrators. Parent contacts, other than parent-teacher conferences, are initiated by the teacher when a student is having problems.

SUPPORTING COMMENTS:

Employee: _____ Date: _____

VII. PHYSICAL AND MENTAL ABILITY TO WITHSTAND THE STRAIN OF TEACHING:

SATISFACTORY ____ UNSATISFACTORY ____

The teacher is capable of effective teaching and is physically and emotionally stable. Ability to exhibit self-control in the classroom.

SUPPORTING COMMENTS:

VIII. PUNCTUALITY, ATTENDANCE:

SATISFACTORY ____ UNSATISFACTORY ____

Punctuality and absenteeism are of great concern because of the lack of learning that can result when a substitute is used.

SUPPORTING COMMENTS:

IX. LESSON PLANS AND PREPARATION:

SATISFACTORY ____ UNSATISFACTORY ____

Does the teacher take sufficient time to adequately prepare lessons and are the lesson plans clearly stated for a substitute to follow? A good teacher prepares ahead of class time to provide the instructional materials necessary for teaching. Plans should reflect the curriculum content. The students should have a clear understanding of the teacher's objectives and these objectives should be readily available for substitutes.

SUPPORTING COMMENTS:

Employee: _____ Date: _____

X. STUDENT GROWTH (Attach appropriate documentation)

In collaboration with the principal, the teacher will select a minimum of 2 measures:

(If you are teaching both reading and math, it is recommended that you select 1 reading and 1 math assessment)

Measurement	Beginning Average		Final Average
MLPP/DRA			
Common Assessment			
Standardized Test			
Student Performance Project/Product			
Special Education			
NWEA			
Other			

EVIDENCE OF STUDENT GROWTH

Supporting documentation attached

Yes

No

XI. CLOSING COMMENTS:

RECOMMENDATIONS:

PROGRESS TO DATE ON INDIVIDUALIZED DEVELOPMENT PLAN:

EVALUATOR'S SIGNATURE: _____ **DATE:** _____

TEACHER'S SIGNATURE*: _____ **DATE:** _____

** The teacher's signature does not necessarily imply agreement with the contents of the evaluation.*

cc: Teacher, Evaluator/Supervisor and Personnel File

VAN DYKE PUBLIC SCHOOLS

PERFORMANCE REVIEW

TENURED TEACHER ANNUAL

EMPLOYEE: _____

BUILDING: _____ ASSIGNMENT/LEVEL: _____

DATES OF OBSERVATIONS: _____

OBSERVED BY: _____

CONTRACT STATUS: **Tenured**

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**EVALUATION**

Evaluation of the effectiveness of teaching is an important function of the administration. Without knowledge of the professional's techniques and practices, guidance cannot maximize strengths and improve weaknesses.

Evaluation, if it is to serve both as a guidance and a rating function, must be a cooperative process. This means that teachers should have an opportunity to familiarize themselves with the items listed. This will serve the dual purpose of presenting the objectives they are expected to achieve and provide a standard for self-analysis.

The main purpose of evaluation:

1. To insure the best education possible for all students through stimulating growth and development of the professional staff.
2. To evaluate teachers so that they may be assigned, placed on tenure, transferred, promoted or in some cases, discharged.
3. To improve communication between teachers and administrators.

The following areas of teacher behavior have relevance for successful teaching. Complete this report by marking the performance for each category. Plan to meet with each teacher forty-eight (48) hours from the date of each final evaluation.



Employee: \_\_\_\_\_

Date: \_\_\_\_\_

| PERFORMANCE CRITERIA                                                     | GOOD | <i>SATISFACTORY</i> | NEEDS<br>IMPROVEMENT | NOT<br>SATISFACTORY |
|--------------------------------------------------------------------------|------|---------------------|----------------------|---------------------|
| I. Knowledge of Subject Matter                                           |      |                     |                      |                     |
| II. Ability to Impart Knowledge                                          |      |                     |                      |                     |
| III. Classroom Management<br>(Planning, Use of Time, Transitions)        |      |                     |                      |                     |
| IV. Manner and Efficiency of Pupil Discipline                            |      |                     |                      |                     |
| V. Rapport with Students                                                 |      |                     |                      |                     |
| VI. Rapport with Teachers,<br>Administrators and Staff                   |      |                     |                      |                     |
| VII. Rapport with Parents                                                |      |                     |                      |                     |
| VIII. Physical and Mental Ability to<br>Withstand the Strain of Teaching |      |                     |                      |                     |
| IX. Contributing Member of Staff                                         |      |                     |                      |                     |
| X. Lesson Plans and Preparation                                          |      |                     |                      |                     |
| XI. Punctuality                                                          |      |                     |                      |                     |

**XII. STUDENT GROWTH (Attach appropriate documentation)**

**In collaboration with the principal, the teacher will select a minimum of 2 measures:**

*(If you are teaching both reading and math, it is recommended that you select 1 reading and 1 math assessment)*

| Measurement                            | Beginning Average |  | Final Average |
|----------------------------------------|-------------------|--|---------------|
| MLPP/DRA                               |                   |  |               |
| Common Assessment                      |                   |  |               |
| Standardized Test                      |                   |  |               |
| Student Performance<br>Project/Product |                   |  |               |
| Special Education                      |                   |  |               |
| NWEA                                   |                   |  |               |
| Other                                  |                   |  |               |

**EVIDENCE OF STUDENT GROWTH****Supporting documentation attached**\_\_\_\_\_  
Yes\_\_\_\_\_  
No

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

**XIII. ATTENDANCE (CURRENT YEAR)**

Days Used to Date: Sick \_\_\_\_\_ Personal Business \_\_\_\_\_ Dock \_\_\_\_\_

**XIV. SCHOOL/DISTRICT INVOLVEMENT (volunteer, committee, supplemental):**

**XV. STATUS OF CERTIFICATION:**

Provisional \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Professional \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Continuing \_\_\_\_\_

**XVI. COMMENTS/RECOMMENDATIONS:**

**XVII. PROGRESS OF INDIVIDUALIZED DEVELOPMENT PLAN TO DATE:**

**EVALUATOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**TEACHER'S SIGNATURE\*:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

*\* The teacher's signature does not necessarily imply agreement with the contents of the evaluation.*

cc: Teacher, Evaluator/Supervisor and Personnel File

**VAN DYKE PUBLIC SCHOOLS**

***PERFORMANCE REVIEW***

**TENURED TEACHER COMPREHENSIVE TRIENNIAL**

EMPLOYEE: \_\_\_\_\_

BUILDING: \_\_\_\_\_ ASSIGNMENT/LEVEL: \_\_\_\_\_

DATES OF OBSERVATIONS: \_\_\_\_\_

OBSERVED BY: \_\_\_\_\_

CONTRACT STATUS: **Tenure**

~~~~~

EVALUATION

Evaluation of the effectiveness of teaching is an important function of the administration. Without knowledge of the professional's techniques and practices, guidance cannot maximize strengths and improve weaknesses.

Evaluation, if it is to serve both as a guidance and a rating function, must be a cooperative process. This means that teachers should have an opportunity to familiarize themselves with the items listed. This will serve the dual purpose of presenting the objectives they are expected to achieve and provide a standard for self-analysis.

The main purpose of evaluation:

1. To insure the best education possible for all students through stimulating growth and development of the professional staff.
2. To evaluate teachers so that they may be assigned, placed on tenure, transferred, promoted or in some cases, discharged.
3. To improve communication between teachers and administrators.

The following areas of teacher behavior have relevance for successful teaching. Complete this report by marking the performance for each category. Plan to meet with each teacher forty-eight (48) hours from the date of each final evaluation.

Employee: _____ Date: _____

I. KNOWLEDGE OF SUBJECT MATTER:

SATISFACTORY ____ UNSATISFACTORY ____

Does the teacher know the academic area at the level that is being taught? The use of correct grammar, punctuation and spelling are a part of this standard. The teacher's subject matter is appropriate for the grade level being taught.

SUPPORTING COMMENTS:

II. ABILITY TO IMPART KNOWLEDGE:

SATISFACTORY ____ UNSATISFACTORY ____

Ability to create positive learning environment. Failure or refusal to teach prescribed curriculum. Desirable performance also includes productive use of student's time, good inquiry techniques, use of a variety of appropriate teaching materials to enrich pupil curriculum and ability to impart subject matter in a manner that recognizes individual differences.

SUPPORTING COMMENTS:

III. CLASSROOM MANAGEMENT:

SATISFACTORY ____ UNSATISFACTORY ____

Activities are planned, transitions are smooth and there is nominal waste of classroom time in non-instructional activities.

SUPPORTING COMMENTS:

Employee: _____ Date: _____

IV. THE MANNER AND EFFICIENCY OF PUPIL DISCIPLINE:

SATISFACTORY ____ UNSATISFACTORY ____

Appropriate and consistent use of discipline without fostering fear or ridicule. Good classroom control without excessive force to obtain a positive learning environment. Classroom standards are stated and maintained. The safety and well-being of the students are adequately maintained. There is no evidence of indiscriminate penalization of students without just cause. Most disciplinary problems are handled positively by the teacher.

SUPPORTING COMMENTS:

V. RAPPORT WITH STUDENTS:

SATISFACTORY ____ UNSATISFACTORY ____

Good working relations with pupils. The teacher shows empathy and respect for the students. Acceptance of constructive criticism to improve relationships with pupils is evident. Self-restraint and tact are used with pupils.

SUPPORTING COMMENTS:

VI. RAPPORT WITH PARENTS, TEACHERS, ADMINISTRATORS:

SATISFACTORY ____ UNSATISFACTORY ____

Evidence that the teacher is willing to work with colleagues and administrators when appropriate. The teacher has earned the respect of his/her colleagues and parents. The teacher is willing to accept constructive criticism and seeks assistance from "specialists" and administrators. Parent contacts, other than parent-teacher conferences, are initiated by the teacher when a student is having problems.

SUPPORTING COMMENTS:

Employee: _____ Date: _____

VII. PHYSICAL AND MENTAL ABILITY TO WITHSTAND THE STRAIN OF TEACHING:

SATISFACTORY ____ UNSATISFACTORY ____

The teacher is capable of effective teaching and is physically and emotionally stable. Ability to exhibit self-control in the classroom.

SUPPORTING COMMENTS:

VIII. PUNCTUALITY, ATTENDANCE:

SATISFACTORY ____ UNSATISFACTORY ____

Punctuality and absenteeism are of great concern because of the lack of learning that can result when a substitute is used.

SUPPORTING COMMENTS:

IX. LESSON PLANS AND PREPARATION:

SATISFACTORY ____ UNSATISFACTORY ____

Does the teacher take sufficient time to adequately prepare lessons and are the lesson plans clearly stated for a substitute to follow? A good teacher prepares ahead of class time to provide the instructional materials necessary for teaching. Plans should reflect the curriculum content. The students should have a clear understanding of the teacher's objectives and these objectives should be readily available for substitutes.

SUPPORTING COMMENTS:

Employee: _____ Date: _____

X. STUDENT GROWTH (Attach appropriate documentation)

In collaboration with the principal, the teacher will select a minimum of 2 measures:

(If you are teaching both reading and math, it is recommended that you select 1 reading and 1 math assessment)

Measurement	Beginning Average		Final Average
MLPP/DRA			
Common Assessment			
Standardized Test			
Student Performance Project/Product			
Special Education			
NWEA			
Other			

EVIDENCE OF STUDENT GROWTH

Supporting documentation attached

Yes

No

XI. CLOSING COMMENTS:

RECOMMENDATIONS:

EVALUATOR'S SIGNATURE: _____ **DATE:** _____

TEACHER'S SIGNATURE*: _____ **DATE:** _____

** The teacher's signature does not necessarily imply agreement with the contents of the evaluation.*

cc: Teacher, Evaluator/Supervisor and Personnel File

APPENDIX B – LETTER OF SUPPORT

October 12, 2010

To Whom It May Concern:

We the undersigned support the Lincoln Middle School, School Improvement Grant application submitted for review to the Michigan Department of Education on October 16, 2010.

Lincoln Middle school teachers, administrators and support staff members are committed to providing an excellent education to all students. As staff members we view ourselves as a professional learning community working collaboratively to meet the needs of all learners. Areas of strength include: a positive school culture and a safe environment for students, families and community members. We will continue to work together to embrace the transformation model for school improvement as the reform that will be put into place for our school.

We believe that on-going improvement is essential to meet the needs of our students. School improvement provides the foundation for which change will take place. The staff members signing below are pledging to implement the reform with fidelity to ensure that the goals for transformation are met. As the five strands that make up the School Improvement Framework will guide our work. These include:

- Teaching for Learning
- Leadership
- Personnel and Professional Learning
- School and Community Relations
- Data and Information Management

Please approve the Lincoln Middle School transformation reform model for the 2011 – 2012 school year. We will work to ensure that the commitment made to the school and community will ensure a positive future for all students.

Sincerely,

Lincoln Middle School Staff

Letter Signed by:

Alena Zachery

Derek Lawson

Elizabeth Decker

Dan Bienkowski

Sally Smolinski

Pamela Janiczek

Kelly Hohensee

Helen Frankstein

Jonathan El Healy

Amy Johnson

Teri Dilts

Michelle Blair

Susan Harris

Cassi Halperin

Dana Minor

Elizabeth Trelfa

Judy Maloney

Gail Oswald

Rachelle Bierod

Janice Jimenez

Mary McSherry

Franz Grishaj

Nathan Agauas

Jennifer Iloff

Christina Suffel

Nicole Boettcher

Annette M. Reyme

Jane Jasin

Linda Holloway

Chris Takis

Robert Johnson

Leo Slatin

Napoleon Harrington

Mary Peterson

Tracy M. Wojtas

Ed Bourke

Katherine Dressig

